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Factors Influencing the Retention of Adult Volunteer Leaders in the Louisiana Cooperative Extension Service 4 -H Program.

Ismet Boz
Louisiana State University and Agricultural & Mechanical College

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FACTORS INFLUENCING THE RETENTION OF ADULT VOLUNTEER LEADERS IN THE LOUISIANA COOPERATIVE EXTENSION SERVICE 4-H PROGRAM

A Dissertation

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in

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by
Ismet Boz
B.S., Ataturk University, Erzurum Turkey, 1988
M.S., University of Ankara, Ankara Turkey, 1993
M.S., Louisiana State University, 1996
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DEDICATION

The researcher would like to dedicate this study to the memory of his father, Huseyin Boz.

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ABSTRACT

The main purpose of this study was to determine contributions adult volunteer leaders make for 4-H and to identify factors influencing the retention of adult volunteer 4-H leaders in the Louisiana Cooperative Extension 4-H Program. A random sample of 196 adult volunteer 4-H leaders from 10 Louisiana parishes were the participants of this study. The data collection instrument was pre-tested for reliability and yielded a .96 Cronbach's Alpha internal consistency coefficient for its 84 scale items. Anticipating approximately a 50% response rate, 400 surveys were mailed out in September, 1999. After two attempts were made for follow-up 218 usable surveys were available to the researcher in November, 1999.

The study showed that a profile of the Louisiana 4-H volunteer leader is a married woman, 31-50 years of age, a school teacher, with an average of 1.29 children in 4-H. The study found that the majority of volunteer 4-H leaders in Louisiana were first asked to serve as volunteer leaders by school administrators and the method they were first asked was school meeting. The study found that the initial and continuing motivators that influenced volunteer leaders to initially become a 4-H leader and to continue serving in the same position were mainly concentrated on affiliation, achievement, and altruistic reasons. Respondents of the study agreed with the benefits of an orientation training program before initiating volunteer work with 4-H. They basically do not volunteer for the sake of recognition but for youth. They receive adequate support for their volunteer service. The study found significant differences in the mean underlying factors of initial motivators, continuing motivators, support and negative motivators by age, level of education, number

of children in 4-H, and geographic location. The length of volunteer service was found to be associated with selected demographics. Continuing motivators were also associated with the feedback received by 4-H agents and with the performance of an ongoing training program.

CHAPTER 1

INTRODUCTION

Background and Need for Study

Volunteering is a vital and integral feature of extension work in the United States. The roles and responsibilities accepted by volunteers make an important contribution to the success of various community and youth organizations, including 4- H. Community leaders and extension educators/agents make extensive use of volunteers by asking them to serve in a variety of roles and duties and delegating responsibilities to them (Culp III, 1996, p. 44). Volunteers assume a wide variety of responsibilities in community organizations. They provide direct service to clients, perform both clerical and administrative tasks, contribute their public relations skills, fund raising and grant writing talents, and often serve as policy makers, board members, and advisors (Murk & Stephan, 1990, p. 2).

Volunteers increase the value of the Extension Service. Steele, Henderson, Lamar, Young, Hanson, and Fiss (1985) identified three major values that were added to the Extension Service by involving volunteers in various extension programs in agriculture, home economics, and 4-H youth development (p. 2). These values, as identified by the authors, include the following:

1. Nationwide, Cooperative Extension agents and community volunteers form an impressive partnership.
2. Agent/volunteer partnerships impact Extension agents and volunteers as well as Extension.

3. Extension provides volunteer opportunities for both sexes, all ages, and all racial and ethnic backgrounds.

From a partnership standpoint, volunteers are involved in decision making, establishing policies and procedures, and in deciding what to do rather than being told what to do. Volunteers deliver the latest information from the university to youth or adults. They are an integral part of the Extension system; non-salaried staff members working in partnership with Extension agents, to deliver meaningful educational programs. If volunteers are not satisfied with the opportunities or support provided by Extension, they will take their service elsewhere. It is for this reason that Extension views volunteer involvement in its programs as a partnership (LSU Agricultural Center, 1996). This partnership impacts Extension agents and volunteers as well as the Extension Service. Once volunteers are involved in the agent-volunteer partnership process, some of the roles are carried out by volunteers, and agents have more time available to recruit and train new volunteers, and to attend various educational and training programs which helps to update their knowledge, skills, and abilities. Volunteers can also increase their skills, knowledge, and abilities by sharing ideas with Extension agents and other volunteers. This exchange of knowledge, skills, and abilities between agents and volunteers may improve and strengthen the quality of Extension programs.

Extension provides volunteer opportunities for both sexes, all ages, and racial and ethnic backgrounds. By involvement in volunteer activities, individuals who belong to any of these groups may have the opportunities to share their talents and interests,

improve their leadership skills, make new friends, get help with their own profession, or increase their teaching skills.

The 4-H Youth Development Program is the largest youth organization in the United States. Although the beginning of 4-H Club work can be traced to many different communities in the United States, many feel that A.B. Graham should be credited as having started 4-H (Aiton, 1961, p.3). His early work even now represents current emphasis of 4-H work. As a part of the school program, he encouraged boys and girls to grow and eat vegetables for improving health. This effort was aimed to provide rural youth with the opportunity of learning by doing things which are necessary for them.

According to Aiton (1961) some early principles and motivations guiding the establishment of 4-H clubs were: equal dignity and status for rural youth; development of family partnerships; learning by doing; dignity and value of work; learning through projects or small work groups; volunteer local leadership; and coeducational activities (pp. 4-6). Although rural conditions have changed considerably, most of these principles and motivations are still pertinent.

Volunteer leaders, as they give their time, money, energy, and expertise, facilitate the process of development of quality experiences for youth involved in 4-H. The basic duties handled by volunteer leaders include: coordinating club programming, assisting in project work, serving on parish 4-H foundations, organizing events and activities, providing transportation to members, and interacting with parents and extension agents. All of these duties enable the Extension Service to increase the quality of 4-H programs in helping youth to develop into useful citizens.

There are many reasons for increased involvement of volunteer leaders in the 4-H program. The most important ones are: (a) to reach more youth, particularly the hard to reach; (b) to increase the contact hours in which youth are involved with 4-H; (c) to enhance the quality of the 4-H program; (d) to expand the diversity of 4-H program delivery modes; and (e) to substantially increase the human resource base available to the 4-H Youth Development Program (LSU Agricultural Center, 1996).

There are many reasons to study volunteer involvement in 4-H. First, volunteers make important contributions and provide many benefits to the 4-H program. USDA reports show that, in1997, a total of 625,486 volunteer leaders were directly or indirectly involved in 4-H in the United States. Out of this number, 485,154 were adult leaders, and 140,332 were junior teen leaders. During the same year the average volunteer contributed to 4-H by giving approximately 220 hours, driving an average of 300 to 400 miles in a personally owned car, and spending an average of $50 of their own money in volunteer tasks. In economic terms, volunteer contribution to the 4-H program in 1997 amounted to approximately $1.9 billion.

Volunteers provide many additional benefits to the 4-H program. The most important benefits include: volunteers add credibility because they are unsalaried, provide a unique perspective, are private citizens and are free to be powerful advocates, can be pioneers in creative and new ideas, offer diversity in age, race, social background, educational level, and income level, have skills different from those of salaried staff, can focus on particular issues, and have immediate access to the community (LSU Agricultural Center, 1996, p. 2).

Second, since volunteers make important contributions and provide many benefits to the 4-H program, it is important to retain them in the organization. In order to help retain volunteers and thereby extend their service to the organization, many questions about volunteers need to be addressed. Studies conducted by Smith and Bigler (1985), Kwarteng, Smith and Miller (1987), Murk and Stephan (1990), Glickman and Caro (1992), and Culp III (1996) indicate that organizations seeking to motivate and retain volunteers need to address the following questions: (a) Who are volunteers and what do they contribute to the organization? (b)Why do they start to serve as volunteers? (c) What factors influence their decision to continue their volunteer service? (d) What factors might cause them to terminate their volunteer service? (e) How do they respond to an orientation/training program? (f) What kind of recognition do they desire? and (g) Do they receive adequate support and feedback in their volunteer activities?

Third, although volunteer leaders make very important contributions and provide many benefits to the 4-H program, various researchers found that the turnover rate among volunteer leaders is very high. A study conducted by Prawl, Medlin, and Gross (1984) found that one-third of adult volunteer leaders in Missouri were new to the program each year indicating an approximately 33% turnover rate. Sabrosky and Kelley (1963) found a 50% turnover rate in western states. Balliette and Smith (1990) discovered a 42% turnover rate among 4-H adult volunteers in Nevada from 1981 to 1988.

A high level of turnover among volunteer leaders could have many negative influences on the 4-H program. First, Extension will not be able to utilize the

contributions and benefits that were provided by volunteer leaders before they withdrew volunteer service. Second, as indicated by Culp III (1995), the program is disrupted and the Extension agent must devote additional time and resources to identify, recruit, and train new leaders. Extending the length of service of volunteer leaders, on the other hand, has a salutary effect on the 4-H program in terms of continuity, and conservation of 4-H program resources.

A high level of turnover among volunteer leaders is inevitable due to people moving in and out of a community. However, a successful leader recruitment and training program is an example of a process to empower adult volunteer leaders. Program success in stable population areas might be increased by using this process as well. Leader training programs and careful prioritizing of issues relevant to the community are the keys to success (Balliette & Smith, 1990, p. 1). In theory, the high rate of turnover among volunteer leaders means that if State Extension Services are to maintain an optimum level of adult volunteer leadership for the 4-H program, an entire cadre of volunteers must be identified, recruited and trained at least every three years (Rohs, 1986, p. 87). In order to complete this task, Extension professionals will have to spend an enormous amount of time, energy, and resources to develop volunteer leadership for 4-H. However, if the turnover rate among volunteer leaders is low, the time, energy, and resources that are needed to recruit new volunteers can be used as additional resources for the 4-H program.

In order to reduce the turnover rate among volunteer leaders, it is important to know what factors might influence their decision not to serve as volunteer leaders. Therefore, a study addressing this issue is wanted.

Fourth, in order to involve volunteers in 4-H work, it is important for Extension professionals to know the demographic indicators of adult volunteer 4-H leaders. This is because Extension professionals could concentrate on specific demographic indicators when identifying and selecting volunteers. Rohs (1986) indicates that knowing various demographic characteristics and their relationship to participation provides more accurate information on "who" volunteers and, to a limited extent, "why" they volunteer. This information enables managers of the 4-H volunteer program to plan effective programs to better identify, recruit and retain volunteers (p. 98). Another reason to have knowledge of the demographic indicators is because society and the environment have both changed across time and geographic locations, and it is important to know how these changes have influenced the demographic characteristics of adult volunteer 4-H leaders. Studies conducted in New York (Clark & Skelton, 1950), Texas (Denmark, 1971), Oklahoma (Parrot, 1977), and Indiana (Culp III, 1995) showed that there were significant differences among the demographic indicators of volunteer leaders. The major differences from 1950 to 1996 were that they had fewer children and were more likely to work outside the home. In Louisiana, there is no recent study providing information to Extension professionals regarding the demographic indicators of volunteer 4-H leaders. Therefore, a study addressing this issue for the Louisiana Cooperative Extension Service 4-H Program is needed.

Fifth, several studies have been conducted in Louisiana dealing with the role perception of leaders and agents in the 4-H program (Richard 1983), and the importance

of sharing the 4-H job with leaders (Richard & Verma, 1984). In the Richard study, it was found that 4-H leaders and Extension agents have a unified view of leader tasks (p. 9). In the Richard and Verma study, it was concluded that if 4-H leaders are recruited and trained to take responsibility for conducting programs, agents can focus on administrative tasks as a result of which the 4-H program would be greatly improved (p. 22). These studies focused on a single parish 4-H program, and therefore cannot be generalized to the state 4-H program; furthermore, the studies gave little attention to determine contributions adult volunteer leaders make to 4-H and the factors influencing the retention of adult volunteer leaders in the 4-H program of the Louisiana Cooperative Extension Service (LCES). Little attention has been given to identify various factors that motivate individuals to initiate and continue volunteer work with 4-H. In addition to this, little attention has been given to the factors that negatively influence leaders' decision on providing volunteer service for 4-H. Therefore, a study addressing initial motivators and negative motivators for the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H Program is needed.

Finally, although an adequate number of adult volunteer leaders may be identified and recruited, unless appropriate measures are taken to retain them, the turnover rate will be high and Extension will not be able to maximize value from adult volunteer leaders. In order to achieve a high level of retention, volunteers should be properly identified, selected, oriented, trained, utilized, recognized, evaluated, and supervised. These are the eight components of the ISOTURES Volunteer Development Model (LSU Agricultural Center, 1996). The volunteer leader might review his/her

decision on continuing volunteer service in any single stage of this model. A more proactive approach by the Extension personnel in every stage of the ISOTURES model might create a more positive attitude among volunteers, resulting in a high level of retention.

It can be said that the initial motivators might be more important for Extension to address in the stages of identifying and selecting potential volunteers. However, continuing volunteer service depends on the quality and effectiveness of the orientation, training, utilization, recognition, evaluation, and supervision provided to adult leaders. How well extension agents perform these means of volunteer management will positively or negatively influence the stay-leave decision of volunteers. It is important, therefore, to study the motivators of adult volunteer leaders, issues regarding their volunteer service, and their relationships with the Extension Service. The findings of the study will provide information for Extension to develop strategies for a high level of involvement and retention of adult volunteer leaders which will ultimately enhance the quality of the 4-H Program in Louisiana.

Purpose of the Study

The primary purpose of this study was to determine contributions adult volunteer leaders make to 4-H, and to identify the principal factors influencing the retention of adult volunteer leaders in the Louisiana Cooperative Extension Service 4-H Program. More specifically, this study was intended to:

1 Describe the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H Program on the following selected demographic characteristics: (a)

age, (b) gender, (c) marital status, (d) ethnic group, (e) highest level of education completed, (f) number of children age 9-19 living at home, (g) number of children in 4-H, (h) present occupation, (i) annual gross family income, (j) geographic location, and (k) length of time as resident of the community.

2. Describe the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H Program according to the following contributions they make to support 4-H: (a) the capacity they serve as a 4-H leader, (b) the number of years served, (c) the length of service they plan (or expect) to provide, (d) the number of hours per month spent on volunteering for 4-H activities, (e) the number of miles they drive in their personally owned cars per month, and (f) the amount of personal money they spend to support the 4-H program of the Louisiana Cooperative Extension Service.
3. Determine the persons and the methods that influence the decision of volunteer leaders to be involved in volunteer activities with the 4-H program as perceived by the volunteer leaders.
4. Describe the adult volunteer leaders on their perceptions regarding the influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) negative motivators, and (f) performance factors on their decision to provide volunteer service for the 4-H program.
5. Compare the perceived influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) performance, and (g) negative motivators on the decision to provide volunteer

service as perceived by the adult volunteer leaders by the following demographic characteristics:

1. age
2. gender
3. the highest education level completed
4. number of children in 4-H, and
5. geographic location.

6. Compare the leaders that received an orientation/training program with the leaders that received no orientation/training program during their involvement in the 4-H program on the perceived influence of (a) the initial motivators, (b) continuing motivators, and (c) negative motivators on their decision to provide volunteer service.
7. Compare volunteer 4-H leaders on (a) the capacity they serve as a 4-H leader, (b) the length of service they provide, (c) the total number of hours they spend on volunteerism, (d) the total number of miles they drive in their personally owned cars, and (f) the total amount of personal money they spend to support 4-H by whether or not they perceive that they receive adequate recognition for their volunteer service.
8. Determine if a relationship exists between the volunteer service measures of capacity in which served, number of years served, and hours per month spent volunteering and each of the following demographic characteristics: (a) age, (b) gender, (c) level of education, (d) number of children age 9-19 living at home,

(e) number of children in 4-H, (f) level of income, and (g) length of residence in community.

9. Determine if a relationship exists between continuing motivators on the decision to continue volunteer service and the support leaders feel they receive from 4-H agents and other related individuals.

10. Determine if a relationship exists between continuing motivators on the decision to continue volunteer service and (a) their perception of feedback they receive from 4-H agents, and (b) their perception of the performance of any ongoing training program they receive.

Definitions of Terms

For the purpose and the objectives of this study the following terms were operationally defined:

- Volunteer - A non-salaried individual who supports the program by directly working with youth, adults, or others in the community to carry out the organization's mission. He/she may receive reimbursement for out-of-pocket expenses.
- Motivation - The act or process of inducing or stimulating active interest in some subject or activity through appeal to associated interests and by the creation of self-rewarding environments.
- Extension Agent - Extension agents are those persons employed as parish or area agents by the Cooperative Extension Service. These agents develop and administer, with the assistance of volunteer leaders, an informal educational program which embraces the

areas of agriculture and natural resources, energy work, community and leadership development, nutrition, home economics, and 4-H youth development.

- 4-H Club - 4-H Club is a youth organization. It offers programs for both rural and urban youth between the ages of 9-19. It is an educational program based on the principle of learning by doing. Rather than merely reading about things, boy and girls actually do them. 4-H provides youth opportunities to develop such life skills as self-esteem, decision-making, social interaction, and practical knowledge. 4-H is part of a local, state, national and international youth program. It is the largest youth organization in the United States.
- 4-H agent - 4-H agents are persons employed by the Cooperative Extension Service who are responsible for preparing and carrying out 4-H programs.
- Longevity- The number of years which an individual serves as an adult volunteer leader.
- ISOTURES - An acronym for identifying, selecting, orienting, training, utilizing, recognizing, evaluating, and supervising volunteers.
- Identification - The process of identifying people who have the competence and attitudes essential to fill specific leadership positions.
- Selection - The process of studying the backgrounds of the prospective volunteers identified and motivating them to fill selected positions.
- Orientation - The process of orienting volunteers who are recruited on the role and expectations of the volunteer position.
- Training - The process of stimulating and preparing volunteers to acquire knowledge

and to develop attitudes and skills necessary to enable them to be successful in their leadership roles.

- Utilization - The process of providing the opportunity for volunteers to put acquired knowledge and skills into action in the most appropriate way and provide them an opportunity to function in a supportive environment.
- Recognition - The process of recognizing and rewarding sound volunteer performance.
- Evaluation - The process of determining results of volunteer performance and giving useful feedback.
- Supervising - The process of helping leaders to obtain the results they wish to accomplish.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of related literature provides: (1) a study of theoretical background relating to factors that motivate individuals to initiate and continue volunteer work with some organization; (2) a study of research findings relating to factors that motivate adult volunteer 4-H leaders to initiate and continue volunteer work with the Cooperative Extension Service; and (3) a study of research on the components of the ISOTURES model that includes the identification, selection, orientation, training, utilization, recognition, evaluation, and supervision of volunteers. These are assumed to be the factors that influence the retention level of adult volunteer leaders serving in the 4-H program of the Louisiana Cooperative Extension Service, and are used as the basis in the preparation of the data collecting instrument for the current study.

A Theoretical Background of Volunteerism

Many theories have been developed to answer the question as to why people volunteer. What are the main motivators that direct individuals to do volunteer work for an organization? In order to analyze how particular theories of motivation contribute to an understanding of volunteer behavior, Fisher and Cole (1993) divided motivators into three categories: needs, reasons, and benefits (p. 60). In these categories, the first group of theories assumes that individual behavior is a result of internal needs, the second that individuals have conscious reasons for their behavior, and the third that behavior is prompted by expected benefits of rewards.

Needs

Maslow (1970) describes motivation as the individual's response to internal needs (p. 80-106). This description of motivation indicates that internal needs influence individuals to participate in volunteer activities. According to Maslow's hierarchy of needs, all individuals have various needs arranged in levels resembling a pyramid. Once a lower level need is met, the individual begins to seek opportunities that provide satisfaction for upper level needs. The satisfaction of lower level needs has a motivational effect, moving individuals to investigate new opportunities to meet higher level needs. Once a need is satisfied it ceases be a motivator. Maslow's hierarchy of needs in ascending order includes: (1) physiological needs: the need for shelter, air, water, and food; (2) safety needs: the need for security and protection; (3) social needs: the need to feel part of some group or organization; (4) self-esteem needs: the need to feel worthwhile and respected by others; (5) self-actualization needs: the need to realize someone's full potential.

Fisher and Cole (1993) suggest that organizations wishing to attract and retain volunteers need to be sensitive to the needs that are dominant in Maslow's hierarchy of needs. The authors support this idea by giving the following example:

> ....to attract volunteers from disadvantaged groups, an organization frequently must clearly describe how volunteers' positions will assist in the satisfaction of physiological and safety needs. Furnishing stipends, transportation, and child care to volunteers is a common way to fulfil physiological needs; however, these incentives have little attraction to volunteers whose needs are for socialization, self-esteem, or self-actualization. Recruitment of volunteers from diverse groups requires a sensitivity to their dominant needs and a presentation of the volunteer experience in ways that indicate how those needs will be met (p. 60).

McClelland (1992) suggests that three major needs motivate individuals to behave in certain ways (p. 87-99). These are the need for achievement, the need for affiliation, and the need for power. Achievement refers to the need to accomplish some task. Affiliation refers to the need of concern about one's relationship to others. Power refers to the need of having control over others. Henderson (1980) suggests that each of these needs influences the motivation of individuals, but in different situations, some of these needs might have stronger or weaker motivational influence (p. 61). The more frequently and intensely these needs are satisfied, the longer the motivation will last.

The need for achievement motivates individuals to keep up with the standards set by the organization in which they are involved. In order to accomplish tasks and duties, individuals need to analyze the possible solutions to the problems they encounter. They need to set their goals and objectives to clarify where they are going, how to get there, and how to understand whether or not they achieve these goals and objectives. These conditions motivate individuals to seek adequate feedback for every step of the goal-achievement process. In addition, the need for achievement motivates individuals to respond to various challenges, show concern for excellence, and accept various levels of risk for accomplishing their goals and objectives (Henderson 1980, p. 62).

Henderson (1980) suggests that the need for affiliation motivates individuals to be concerned about relationships with others. Affiliation-motivated persons are concerned about the quality of personal relationships, seek the company of others as much as possible, enjoy social interaction, want to be liked, wish to avoid conflict,

dislike playing or working alone, go out of the work to meet people and make friends, and enjoy stable relationships. These persons usually want to help people and develop warm and friendly relationships (p. 62).

The need for power also has influence in initiating volunteer work with an organization. According to McClelland (1992), the need for power motivates individuals to have concerns for reputation or position, to establish authority or control over others, to give advice, and to make their ideas dominant (p. 92). However, Veroff (1992) suggests that a person with strong power motivation does not constantly seek dominance or assertiveness over others, but rather is concerned only with making sure that, if the person wants to influence, the means by which influence can occur is in that person's control (p.278).

Organizations seeking to employ volunteers for different positions can use a combination of these three needs of achievement, affiliation, and power for various purposes. Wilson (1976) suggests that volunteer administrators should use the need for achievement to describe motivational needs for each volunteer, the need for affiliation to describe the type of recognition appropriate for each volunteer, and the need for power to describe the position of each volunteer.

Conscious Reasons

Research shows that conscious reasons are important motivators for individuals to be involved in voluntary action. Fisher and Cole (1993) placed conscious reasons in three categories: (1) reasons that focus on the task to be performed and the location or setting in which the individual volunteers; (2) reasons that focus on the client population

such as altruistic responses, and altruism combined with self interest; and (3) reasons that focus on volunteers themselves (p. 62). Many times the task to be performed influences the motivation of potential volunteers to become involved in voluntary action. When the task is too complicated, in particular, potential volunteers might be reluctant to initiate their contributions in the performance of the task. In addition to this, the location or setting of volunteer activity also influences the decision whether to initiate volunteer work or not. For example, if the location or setting of the volunteer work does not provide adequate possibilities for the individuals to perform, it becomes extremely difficult for organizations to obtain their volunteer contribution.

Altruism is considered as a reason that motivates individuals to volunteer focusing on the client population. It reflects the time, money, and energy an individual sacrifices for the benefit of society at large. According to Schramm (1985), altruism has long been thought to be the major reason for participating in volunteer work (p.14). However, Smith et al.(1992) consider altruism as only one of the many reasons that motivate an individual to volunteer. According to Smith, altruism plays a minor role for initiating or continuing volunteer activities. He argues that persons who consider the main reason for their volunteer work as being altruism, do not admit that they have other self-satisfying reasons for volunteering. Therefore, according to Smith, a combination of altruism and self- interest in which altruism is a minor motivator is considered the main reason for volunteerism. Fisher and Cole (1993) identify the reasons that focus on volunteers themselves as: deriving enjoyment from working with the client population, socializing with other volunteers, making new acquaintances,

repaying benefits received, enhancing prestige, fulfilling a requirement, gaining career-related experiences, and increasing business profits (p.62).

Benefits

Benefits are considered to be one of the major motivations that influence individuals to take voluntary action. According to Schramm (1985), the theory behind this type of motivation is exchange theory which suggests that human activities are based on an exchange of costs for benefits. The costs of human contributions to volunteer work include time, money, and energy. Benefits include the rewards received from voluntary action. Exchange theory suggests that as far as human behavior is profit-motivated, volunteer activities will be chosen if rewards are greater than costs. Schramm (1985), further suggests that an individual's decision to volunteer depends on whether the organization offers appropriate rewards, as well as the perceived value of these rewards and costs to the individual. Schramm argues that it is quite difficult to recruit volunteers on an exchange basis since rewards can be motivators for participation and costs can inhibit participation (p.17).

Like exchange theory, expectancy theory (Lawless, 1972, p. 282) suggests that individuals are involved in different volunteer roles because they expect to obtain satisfaction from volunteer work, receive recognition and rewards at the end of this process, and make contributions to the organization and society. Expecting satisfaction from volunteer work could be related to volunteers themselves or the client for which they volunteer. While some individuals expect satisfaction from achieving their own goals, others expect satisfaction from seeing the people for whom they volunteer

achieve their goals. Expecting recognition or rewards at the end of volunteer service, and expecting satisfaction for the self are the similarities between exchange and expectancy theories. However, expecting satisfaction from seeing others achieve their goals, and from making contribution to the organization and society are the differences between these two theories.

A Functional Approach

Clary, Ridge, Stukas, Snyder, Copeland, Haugen, and Miene (1998) developed a functional approach assuming six major motivational functions served by volunteerism. These are: (a) values, (b) understanding, (c) social, (d) career, (e) protective, and (f) enhancement (p. 1516-1530).

- Values - The function that is served by involvement in volunteer service centering on the opportunities that volunteerism provides for individuals to express values related to altruistic and humanitarian concerns for others. Referring to various theories of motivation, the authors conclude that concern for others is often a characteristic of those who volunteer, distinguishing volunteers from non-volunteers.
- Understanding - The function that refers to the opportunity for volunteerism to provide new learning experiences and the chance to exercise knowledge, skills, and abilities that might otherwise go unpracticed. According to this function, individuals who initiate volunteer work or continue as volunteers in various organizations expect to receive benefits related to self-development, learning, and updated skills and abilities through their volunteer service.
- Social - The function that reflects motivations concerning relationships with others.

In many cases, volunteerism provides various social opportunities such as meeting new people, making new friends, and interacting with persons in various positions.

- Career - The function that is concerned with career-related benefits that may be obtained from participating in volunteer activities. Utility theory suggests that individuals involved in volunteer activities maximize their utility. This was the basic theory considered in including the career component in the functional approach model. Individuals who decide to volunteer in some organization may seek career opportunities which will assist them to maximize their utility.
- Protective - The function that is related to protecting individuals from negative conditions. Referring to Katz's (1960) defensive and Smith, Bruner, and White's (1956) externalization concerns, the authors suggest that such motivations center on protecting the ego from negative features of the self and, in the case of volunteerism, may serve to reduce guilt over being more fortunate than others and give chance to address one's own personal problems.
- Enhancement - The function that is concerned with growth and development of the ego. This function of volunteerism suggests that volunteer activities increase individuals' self -esteem or self-confidence, make them feel better about themselves, and make them feel important.

Motivators for 4-H Volunteer Adult Leaders

One of the many strengths of a successful 4-H program is the volunteer 4-H club leaders involved (Smith & Bigler, 1985, p. 10). Richard and Verma (1984) maintain that as professional resources and public funds become scarcer, leaders will need to play a

more significant role in 4-H work. Since volunteer leaders will have contributions in making the 4-H program more successful as professional resources and public funds become scarcer, it is important to identify the factors that motivate adults to provide their contributions by serving as volunteer 4-H leaders. Various studies have been conducted for this purpose.

Hiller (1983) investigated the main motivators of adult volunteers serving as 4-H leaders and the ways 4-H leaders prefer being rewarded for their services using a systematic random sample of 500 adult volunteer leaders in the Washington Cooperative Extension 4-H Program. The selected motivational factors were achievement, affiliation, and power. The results of the study showed that adult 4-H leaders ranked the affiliation motive as the highest, followed by power, and achievement. The study also investigated the effects of two types of rewards on motivation of 4-H adult leaders. These were intrinsic rewards such as reaching a personal goal and being accepted as a person, and traditional rewards such as certificates, pins, and name/photo in newspaper. The results of the study showed that intrinsic rewards have more important motivational effects on 4-H adult volunteer leaders than traditional rewards.

Henderson (1981) investigated the reasons that motivate adults to volunteer and found that the major reasons were to be with their children, to help people, to be associated with youth, and to have an influence on how people learn and grow. The results of this research showed that 84% of adults included in the study were motivated to volunteer for affiliation reasons (p. 24). The study concluded that when determining

tasks, and when recruiting, training, and supervising volunteers extension staff should consider motivational structures of adults (p. 27).

Rouse and Clawson (1992) analyzed the motives and incentives of older adult volunteers in the Piedmont area of North Carolina. The study showed that 31.1% of older adult volunteers were motivated by the need for affiliation, 41% were motivated by the need for achievement, while only 3.6% were motivated for reasons of power. Twenty-four percent of older volunteers responded that the motivation for their decision to volunteer was a combination of these three major motives, affiliation, achievement, and power. The study also found that 73.5% of older volunteers were influenced by purposive incentives to initiate a volunteer service with youth organizations. Six percent of older volunteers were influenced by solidarity incentives, while 1.2% of older adult volunteers were influenced by tangible incentives. The percentage of older adult volunteers influenced by a combination of these three incentives was 19.2% (p. 3). The study suggests that Extension should consider these motives and incentives when trying to involve older adult volunteers with various youth and community organizations (p. 6).

Culp III (1997) found that the primary motivators that influence individuals to volunteer are: (a) youth (issue/cause motive); (b) the 4-H program (affiliation motive); and (c) perceived need (personal motive) (p. 3-4). A lack of assistance and a feeling of being unwanted or unneeded, and a lack of time and job conflicts were the major negative motivators that influenced adults' decision to leave volunteer work (p. 5).

Culp III and Schwartz (1999) identified 4-H volunteer initiation motives, volunteer continuation of service motives, and volunteer discontinuation motives. They found that volunteers are motivated to begin serving 4-H by affiliation motives. These include their belief that 4-H is a good organization; their desire to work with, help or contribute to 4-H members in their community; a family member's involvement; and the desire to share their own skills and talents (p. 3). The major volunteer continuation of service motives were the contribution they could make through 4-H to the community (an affiliation motive), the recognition given to their entire 4-H club (achievement through affiliation) and the observing of their individual 4-H members receiving recognition (achievement through affiliation) (p. 4). The negative motives prompting discontinuation of volunteer service were the volunteer's physical impairment or death, feeling unneeded (an affiliation motive), and 4-H organizational, philosophical, or programmatic changes which the volunteer did not support (an affiliation motive) (p. 5).

The ISOTURES Model

Extension educators utilize the ISOTURES model to identify, select, orient, train, utilize, recognize, evaluate, and supervise volunteers. Proper use of this process makes it possible for the Cooperative Extension Service to increase volunteer involvement by decreasing the turnover among identified and recruited volunteers.

Identifying volunteers

Identifying volunteers is the process of identifying people who have the competence and attitudes essential to fill specific leadership positions (LSU Agricultural Center, 1996). Volunteers are identified as a part of the organizational vision by stating

that Extension educators recruit and develop volunteers to multiply Extension's efforts (King & Safrit, 1998, p. 1).

According to 1994 national program statistics, there were about two female volunteers to each male volunteer and 89% of the volunteers were white (Annual 4-H Youth Development Enrollment, 1994). Strategies for expanding the volunteer base could include modifying the traditional role expectation and reaching out to a broader spectrum of volunteers, such as urban, minority, and college students.

An Ohio study (Safrit, 1998) found that the percentage of adult volunteers in urban areas (58%) was higher than the percentage of adult volunteers in the United States regardless of their geographic location (48%). However, the number of hours contributed by adult volunteers in both cases was similar, averaging approximately 16-20 hours per month. These results suggest that adult residents of urban communities are more likely to volunteer than the general United States population.

In terms of demographic characteristics, adult volunteers identified in the Ohio study were similar to adult volunteers in the United States. The same study compared adult volunteers and non-volunteers in Ohio and found that adult non-volunteers were younger and had a lower total household income as compared to adult volunteers.

Many of the critical issues facing contemporary urban communities directly affect identifiable segments of our total population, such as the elderly, youth, individuals and families with limited resources, and racial and ethnic minorities (Peterson et al. 1992). In developing volunteer involvement for various Extension programs, extension agents/educators should undertake the important task of identifying

the most appropriate individuals that might contribute their effort for the success of the program (Safrit, 1998).

Selecting Volunteers

Selecting volunteers is the process of studying the backgrounds of the prospective volunteers identified and motivating them to fill selected positions (LSU Agricultural Center, 1996).

The selection process involves identifying volunteers to do particular jobs within the organization. Volunteer selection can be based on criteria such as group needs, volunteer skills, interests, or ambitions, and specific task requirements. Intentional selection of appropriate volunteers to be responsible for jobs for which they are most suited is important (Penrod, 1991, p.2). Otherwise, volunteers may not perform well and the potential service that is expected from volunteers may not be utilized..

Extension educators/agents should have as important a role in selecting potential volunteers as in identifying them. Navaratnam (1986) indicates that extension agents are persons on the front line who are capable of identifying and selecting volunteers at the local level. Reasons for this stated by Navaratnam include the following (pp. 2-3):

1. Extension agents have a direct link with local citizens and are familiar with their existing socio-economic environment and needs.
2. The leadership of extension agents in planning and implementing programs has already given them visibility in communities.
3. Extension agents have gained a great deal of expertise through working with millions

of volunteers in program areas such as agriculture, 4-H, home economics, and community resource development.

Although it is not included in the "ISOTURES" volunteer development model, "recruiting volunteers" should be considered as an important process. We might consider this process right after the selection process of the "ISOTURES" model.

Recruitment, as defined by Kwarteng, Smith, and Miller (1988) is the steps or actions involved in the enrollment of volunteers as 4-H club leaders (p. 57). Recruitment of volunteers should be done with a major campaign to address the needs of the agency, the needs of the volunteer and the needs of the director (Murk & Stephan, 1990, p. 8).

According to Penrod (1991) the recruitment process involves obtaining a volunteer's agreement to undertake tasks for the organization. Steps in the recruitment process include portraying a positive organizational image, approaching a potential volunteer for a specific opportunity, learning about the volunteer's needs, matching the volunteer's needs and interests with the appropriate organizational tasks, and getting agreement from the volunteer to participate in a meaningful way (p. 2).

Orienting Volunteers

Orienting volunteers is the process of orienting those recruited regarding expectations of the volunteer position (LSU Agricultural Center, 1996).

Leadership requires guiding and inspiring volunteers to get things done effectively and efficiently. Those involved may not know much about the organization's goals or the intent of the project. A leader must use this initiation time to ensure that

volunteers know about the organization and the specific project. An orientation will tell volunteers how their skills and energy will be invested. Both informal and formal orientation should be used with clear purpose and care (Penrod, 1991, p. 2).

According to Penrod (1991), informal orientation is the collection of varied information from other than a structured setting, which a person has collected before volunteering. The various information resources are experiences, statements in newspapers, informal conversations held with current volunteers, comments made during the recruitment process, Extension newsletters, fliers, electronic media, and bulletins. This process makes it possible for the potential volunteer to obtain basic knowledge about the philosophy and mission of the organization and the future role the individual will carry once he/she accepts the volunteer responsibility (pp. 2-3).

The formal orientation process is a structured and focused set of teaching and learning activities that help prepare the volunteer for a specific role. These activities may include explaining organizational by-laws, operating procedures, related policies, benefits, volunteer expectations, organizational goals, structure, and objectives. During formal orientation, a leader should share written materials, conduct prepared presentations, and get feedback through dialogue or evaluation to be confident that those involved have accurate information about the organization and the job to be completed. The orientation phase allows leaders to articulate the vision, mission, and goals at the beginning of a new volunteer's involvement, thus positioning the volunteer and related activity in an organizational framework (Penrod, 1991, p.3).

Training Volunteers

Training volunteers is the process of stimulating and preparing volunteers to acquire knowledge and to develop attitudes and skills necessary to enable them to be successful in their leadership roles (LSU Agricultural Center, 1996)

Training is often a necessary step to help ensure that individuals can serve in a strong and effective manner. Helping community leaders attain these skills by assessing needs and providing leadership training is an educational opportunity for which Cooperative Extension has both the expertise and experience (Hinton, 1994, p. 1).

Youth development volunteers consider training desirable. Many older adult volunteers felt they didn't receive adequate training. This suggests that potential volunteers should be assured of adequate training and that Extension should be prepared with flexible training programs for older adults (Rouse & Clawson, 1992, p. 6).

A successful volunteer training program is a cooperative effort. The program should be designed by the professional and should include written guidelines identifying roles, duties, and responsibilities. The coordinator should have a manual identifying procedures, tasks, and basic information (Culp III,1995, p. 38).

Utilizing Volunteers

Utilizing volunteers is the process of providing the opportunity for volunteers to put acquired knowledge and skills into action in the most appropriate way, and to function in a supportive environment (LSU Agricultural Center, 1996).

In order to utilize volunteers properly, volunteer administrators should consider the activities that are preferred by volunteers. The activities should be related to their experiences, capabilities, and preferences.

Balenger, Sedlacek, and Guenzler (1989) indicate that utilizing volunteers would be more productive for the organization if volunteers are provided with the activities which allow them to learn about programming and executing programs, namely serving as program attendees, planning programs, being part of a successful programming effort, implementing programs, and learning about programming.

Culp III (1995) found that activities that least interested volunteer leaders were: handling the budget; conducting committee meetings; delegating tasks; and running for office. In addition, few members indicated that recruitment, training, and orientation of new members appealed to them. Other activities that volunteers found less appealing included meeting with advisors and attending to the operational details of programming (p.27).

Culp III (1995) indicates that advisors should look for ways to maximize the preferences of volunteers who are utilized for serving program participants. Since volunteers were less interested in recruitment, orientation, and training of new volunteers, such activities should be carried out by the professional staff (p. 28).

Recognizing Volunteers

Recognizing volunteers is the process of recognizing and rewarding sound volunteer performance (LSU Agricultural Center, 1996). Showing recognition for volunteer service by providing an annual banquet, tea or luncheon, and a tribute to

volunteers in a newsletter and local newspaper is good public acknowledgment. Verbal or written thanks are a simple, yet effective means of displaying appreciation. The best reward, however, for volunteers is job satisfaction (McHenry, 1988, p. 47).

Hiller (1983) suggests that attracting today's volunteers and keeping them contented takes more than a simple "thank you" bash once a year. They are more focused, more clear on what they need out of the experience, and more keenly aware of where else they can go if they are not feeling rewarded by the organization. Today's volunteers, bright, talented, savvy, and self-aware, no longer accept warm fuzzies and a preprinted certificate as reward enough for taking time out of their busy schedules to volunteer. One way to get beyond the stale practices of the past and provide reward and meaning relevant to today's volunteers is to look at recognition as a relationship, not an event (p. 1-2).

Evaluating Volunteers

Evaluating volunteers is the process of determining results of volunteer performance and giving useful feedback (LSU Agricultural Center, 1996). Evaluating practices followed in every step of the volunteer involvement process provides extension educators/agents the opportunity to determine the strengths and weaknesses of volunteers. Kwarten, Smith, and Miller (1988) indicate that evaluation is especially important in the processes of recruiting, training, motivating, recognizing, retaining, and supervising volunteers (pp. 55-61).

Supervising Volunteers

Supervising volunteers is the process of helping leaders to obtain the results they wish to accomplish (LSU Agricultural Center, 1996). Kwarteng, Smith, and Miller (1988) suggest that good supervising must be provided by extension educators/agents to encourage continuing volunteer interest and commitment. Extension must make every effort to keep volunteers happy and successful (p. 60).

Rowland (1990) found that seeking input from Extension volunteers on time commitments, activities, and needed changes fosters communication between extension educators/agents and volunteers, and reduces potential problem. This finding indicates that volunteers want to feel needed by extension educators/agents (p. 22).

Summary

The review of related literature shows that there are three major motivators that influence individuals to initiate and continue volunteer service with some organization. These are: (a) needs, (b) conscious reasons, and (c) expected benefits of rewards. Various theories of volunteerism investigated indicate that the needs that motivate individuals to volunteer fall into three categories namely (a) need for achievement, (b) need for affiliation, and (c) need for power. Conscious reasons were also divided into three categories namely (a) reasons that focus on the task to be performed and the location or setting in which the individual volunteers, (b) reasons that focus on the client population such as altruistic responses, and (c) reasons that focus on volunteers themselves. Benefits of rewards indicate that the individuals' involvement in volunteer

activities depends on whether the organization offers appropriate rewards to individual volunteers, as well as the value of perceived rewards and costs to the individual.

The review of related literature shows further that adult volunteers are motivated by affiliation, achievement, and power reasons to initiate or continue volunteer service with 4-H. Most of the studies included, in their instruments, items related to these three major motivators to determine the degree to which they influence individuals to initiate volunteer work with 4-H. However, only one study investigated these motivators both in the beginning and the continuation of volunteer service.

Studies conducted in various states put emphasis on different aspects of volunteerism. Some studies put more emphasis on motivation while others considered training, recognition, and supervising to be more influential factors to involve and retain volunteers in the 4-H program. The current study, however, is intended to cover a range of factors, including identifying, selecting, orienting, training, recognition, utilizing, evaluation, and supervising volunteers, as well as the contributions that are made by volunteers to enhance the quality of the 4-H program in Louisiana.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter includes the following sections: population and sample, instrumentation, data collection, and data analysis.

Population and Sample

The target population for this study is defined as adult volunteer leaders who work with the Louisiana Cooperative Extension Service 4-H program. The minimum required sample size was determined using Cochran's sample size determination formula. The minimum usable sample needed was 196 based on the data collected using a 7-point Likert-type scale with an acceptable margin of error of 2% and an alpha level of .05. Since an accurate frame of the target population was not available to the researcher, the small population correction formula was not used to adjust the calculated sample size. Sample size was calculated as follows:

$$N_0 = \frac{t^2 s^2}{d^2}$$

$$N_0 = \frac{(1.96)^2 (1)^2}{(0.02 \times 7)^2}$$

$$N_0 = \frac{3.8416 \times 1}{0.0196}$$

$$N_0 = 196$$

The sampling plan used in the study included the following steps:

1. The 64 parishes in the state are organized into five administrative districts. Initially, two parishes were selected from each district. The selections ensured

representation from both rural and urban areas of the state. Urban parishes included Bossier, Calcasieu, East Baton Rouge, Lafayette, and Ouachita, and the rural parishes included Acadia, Assumption, Franklin, Lincoln and Washington.

2. Extension 4-H agents in each of the ten selected parish extension offices were contacted and asked to provide a list of their currently active adult volunteer leaders.

3. All parishes agreed to provide the researcher with the volunteer list. Hence, it was not necessary to select alternate parishes from the several districts. The lists of all volunteers in the ten parishes formed the accessible population in the study.

4. From the accessible population the researcher drew a proportionate sample of 400 volunteers based on the number of leaders in each of the sample parishes. This number was chosen based on the expectation that the response rate would likely be 50%, thus yielding the desired minimum calculated sample of 196.

Instrumentation

The data collection instrument used in the study was a survey modified from three earlier studies conducted by Culp III (1995); Kwarteng, Smith, and Miller (1988); and Smith and Bigler (1985). It consisted of two major sections. The first section sought information about the factors influencing adult volunteer leaders' decision to provide volunteer service for the 4-H program of the Louisiana Cooperative Extension Service. The second section of the survey elicited information about demographic characteristics. In the preparation of the first section of the survey, basic volunteerism

concepts explained in the review of related literature (Chapter 2) were included. These concepts included the factors related to the contributions made by volunteer leaders, initial motivators, continuing motivators, orientation/training, recognition, support, performance, and negative motivators. Section 1, Part A of the instrument included nominal and ordinal data. Respondents were asked to mark one of the choices for nominal data, and fill the appropriate answer in the space provided for ordinal data. Section 1, Parts B, C, D, E, F, G, and H included scale items. Respondents were asked to use a 7-point Likert-type scale with values of 1= Strongly Disagree, 2 = Disagree, 3 = Mildly Disagree, 4 = Neutral, 5 = Mildly Agree, 6 = Agree, and 7 = Strongly Agree.

The original instruments from which the study instrument was adapted had been validated by expert panels. Because modifications were made for the purpose of the current study, a validity assessment for the study instrument was needed. Face validity of the instrument was established through a review by five professors at Louisiana State University (three professors from the School of Vocational Education, one professor from the Department of Agricultural Economics and Agribusiness, and one professor from the School of Social Work), and the 4-H Youth Development State Leader and two 4-H agents in the Louisiana Cooperative Extension Service.

Reliability of the instrument was assessed in August 1999 by conducting a field test with 28 adult volunteer 4-H leaders in Avoyelles Parish. These responses were not included in the overall study data. Reliability was established by using Cronbach's Alpha internal consistency coefficient calculated for each part of the instrument that included scale items, as well as an overall coefficient for all parts.

The Cronbach's Alpha internal consistency coefficients were as follows:

Scale	Number of items	Cronbach's Alpha
Part B- Initial motivators	17	.89
Part C- Continuing motivators	19	.91
Part D- Orientation/Training	14	.97
Part E- Recognition	9	.90
Part F- Support	7	.84
Part G- Performance	8	.82
Part H- Negative Motivators	10	.92
Overall	84	.96

Data Collection

The initial surveys with a cover letter explaining the purpose and objectives of the study and a self-addressed stamped envelope were mailed in September, 1999 (Appendix A). A total of 115 surveys were completed and returned in two weeks. The returned surveys were coded numerically so as to provide the researcher with a means to initiate follow-up procedures and also to afford the respondents with anonymity. The first attempt for a follow up which included sending a reminder letter to non-respondents was made in October, 1999. Forty-five completed surveys were received in two weeks. Since the number of returned surveys (160) was less than the minimum calculated sample size by Cochran's sample size determination formula, another attempt for follow up including the survey, a reminder letter, and a self addressed-stamped envelope was made in the last week of October 1999. Fifty-eight surveys were

returned in the third round. By the end of November 1999, a total of 218 usable surveys were available to the researcher.

A random sample of 34 non-respondents was contacted by telephone and asked to respond to a randomly selected set of 25 items from the data collection instrument for comparison. Out of these 25 items only one (at Alpha = .05) was significantly different from the main sample ($t = 2.785$, $p = .009$). This was the item continuing motivators item # 7 (I feel needed). No significant differences were found in the other 24 items. Before comparing the samples on the randomly selected set of 25 items, the researcher made the decision that if less than three items out of 25 were significantly different, then the sample would be considered representative. Since the researcher found only one significant difference, the study sample was considered to be representative of 4-H adult volunteer leaders in Louisiana.

Data Analysis

The data entry process was completed in November 999 using the Statistical Package for the Social Sciences (SPSS).

Data analysis procedure for each objective of the study is explained in the following section:

Objective one was to describe adult volunteer leaders on their demographics including their age, gender, marital status, ethnic group, highest level of education completed, number of children age 9-19 living at home, number of children in 4-H, present occupation, annual gross family income, geographic location, and length of time as resident of the community. Age, gender, marital status, ethnic group, highest level of

education completed, present occupation, annual gross family income, and geographic location were collected in categories. Therefore, descriptive statistics including frequencies and percentages were used to analyze these variables. Data relating to number of children age 9-19 living at home, number of children in 4-H, and length of time as resident of the community were collected as continuous variables. These were put into categories by the researcher and analyzed by using the frequencies and percentages, as well. Since these three variables were collected as continuous variables, the means and standard deviations were also calculated.

Objective two was to describe the leaders on their contributions to 4-H including the capacity they serve as a 4-H leader, number of years served, the length of service they plan (or expect) to provide, hours per month spent on volunteering 4-H, the number of miles they drive in their personally owned cars per month, ant the amount of personal money they spent to support the 4-H program. From these variables, the capacity of service, and the amount of personal money leaders spent for 4-H were collected in categories and analyzed by using descriptive statistics including frequencies and percentages. The rest of the variables were measured as continuous variables and put in categories by the researcher. Therefore, beside the frequencies and percentages, the means and standard deviations were also included in the analysis of these variables.

Objective three was to determine the persons and the methods that influence the decision of volunteer leaders to be involved in volunteer activities with the 4-H program as perceived by the volunteer leaders. Since both of these two variables were

measured in categories, their analyses were completed by using descriptive statistics including frequencies and percentages.

Objective four was to describe the adult volunteer leaders on their perceptions regarding the influence of initial motivators, continuing motivators, orientation/training, recognition, support, negative motivators, and performance factors on their decision to provide volunteer service for the 4-H program. Since data relating to this objective were collected on a seven point Likert-type scale, descriptive statistics including means and standard deviations were used for analysis.

The data collection instrument for this study included 17 items for initial motivators, 19 items for continuing motivators, 14 items for orientation/training, 9 items for recognition, 7 items for support, 8 items for performance, and 10 items for negative motivators. Calculations of differences and correlations between each of these items individually and the selected demographics would have been cumbersome to interpret, and would result in a high level of inflation of experiment-wise error (alpha level). Therefore, each of these parts of the instrument was factor analyzed to determine if underlying factors could be identified in the data. Instead of using each individual item, the identified underlying factor scores were used for calculations of differences and correlations.

Objective five was to compare the perceived influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) performance, and (g) negative motivators by the selected demographics of gender, age, the highest education level completed, number of children in 4-H, and geographic

location. The factor scores for initial motivators, continuing motivators, orientation/training, recognition, support, performance, and negative motivators, as calculated in objective four, were used for comparisons. Since the variable gender had two categories including males and females, the t-test procedure was used to find out if there is a difference in factor scores between males and females. Since the variables age, the highest education level completed, and geographic location were measured in more than two groups, the Analysis of Variance procedure was used to find if significant differences exist in factor scores among the groups of each demographic variable. The Tukey's Post-hoc Multiple Comparison Test was also used to find which groups are significantly different than the others. Since the variable number of children in 4-H was measured as a continuous variable, instead of calculation of comparisons, calculation of correlations was more appropriate to the researcher, and a Pearson Product Moment Correlation coefficient was the proper procedure for calculation of correlations between factor scores and this variable.

Objective six was to compare the leaders who received an orientation/training program with the leaders that received no orientation/training program during their involvement in the 4-H program on the perceived influence of (a) the initial motivators, (b) continuing motivators, and (c) negative motivators on their decision to provide volunteer service. The factor scores, as calculated in objective four were used for this comparison. Since the variable whether or not receiving an orientation/training program was measured in two groups, the t-test procedure was used to find if a difference exists in each of the factor scores between the two groups of this variable.

Objective seven was to compare volunteer 4-H leaders on (a) the capacity they serve as a 4-H leader, (b) number of years served, (c) hours per month spent volunteering 4-H, (d) the number of miles they drive in their personally owned cars, and (f) the total amount of their personal money they spend to support 4-H by whether or not they perceive that they receive adequate recognition for their volunteer service. Because the variables capacity of service and the total amount of personal money leaders spent for 4-H were measured in categories, the Chi-square procedure was used to test these two variables for independence from the variable adequate recognition. Since the variables number of years served, hours per month spent volunteering 4-H, and the number of miles leaders drive their personally owned cars were measured as continuous variables, the t-test procedure was used to find if significant differences exist in each of these variables by whether or not leaders receive adequate recognition for their volunteer service.

Objective eight was to determine if a relationship exists between the volunteer service measures of capacity in which served, number of years served, and hours per month spent volunteering 4-H and each of the following demographic characteristics: (a) age, (b) gender, (c) level of education, (d) number of children age 9-19 living at home, (e) number of children in 4-H, (f) level of income, and (g) length of residence in community. Instead of calculating correlations between the variable capacity of service and the demographics, the researcher found it more accurate to calculate comparisons. The variable capacity of service was measured in categories and it was nominal. The demographic variables age, level of education, and level of income were measured in

categories and they were ordinal, while the demographic variable gender was measured as nominal. Therefore, the chi-square procedure was the most appropriate test for these comparisons. On the other hand, demographic characteristics of number of children between the age of 9-19 living at home, number of children in 4-H, and length of residence in community were measured as continuous variables. Therefore, the analysis of variance procedure was the most appropriate test for these comparisons.

To examine the relationships between the variable number of years served and the demographic variables age, level of education, number of children age 9-19 living at home, number of children in 4-H, length of residence in community, and level of income, a Spearman's correlation coefficient was calculated since the variable number of years served was measured as continuous and the other demographic variables were measured as ordinal. However, a Point- biserial correlation coefficient was used to examine the relationship between the variable number of year served and the variable gender since it was measured as nominal. The same procedures were used when examining the relationships between the variable hours per month spent on volunteering 4-H and each of the selected demographic variables.

Objective nine was to determine if a relationship exists between the influence of continuing motivators on the decision to continue volunteer service as perceived by the adult volunteer leaders and the support they feel they receive from selected individuals. All of the variables included in this objective were measured as scale items, therefore, a Pearson Product Moment Correlation Coefficient was used.

Objective ten was to determine if a relationship exists between the influence of continuing motivators on the decision to continue volunteer service as perceived by the adult volunteer leaders and their perceptions of (a) feedback they receive from 4-H agents, and (b) the performance of any ongoing training program they receive. Since the level of measurements of both variables was interval, a Pearson product-moment correlation coefficient was used to achieve this objective.

Qualitative responses to open-ended questions were analyzed for common patterns and presented to support or explain the quantitative data in several objectives.

CHAPTER 4

RESULTS AND DISCUSSION

Objective One

Objective one of the study was to describe the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H program on the following selected demographic characteristics: (a) age, (b) gender, (c) marital status, (d) ethnic group, (e) highest level of education completed, (f) number of children age 9-19 living at home, (g) number of children in 4-H, (h) present occupation, (i) annual gross family income, (j) geographic location, and (k) length of time as resident of the community. Demographic findings are presented in the following section.

Age of Adult Volunteer 4-H Leaders

Adult volunteer 4-H leaders of the Louisiana Cooperative Extension Service 4-H Program were asked to indicate their age by choosing one of the age categories included in the questionnaire. As seen in Table 1, 98 (45%) of the adult volunteer 4-H leaders reported that they were age 40 or younger, while 118 (54.1%) of them reported that they were older than 40. None of the respondents was below 20. Twenty four respondents (11.1%) indicated that they were 20-30 years of age. Seventy four respondents (33.9%) indicated that they were 31-40 years of age. Eighty six respondents (39.4%) indicated that they were 41-50, while twenty six respondents (11.9%) indicated that they were 51-60 years of age. Six respondents (2.8%) indicated they were older than 60. There were two missing cases (.9%) for this question. The age categories of adult volunteer 4-H leaders are presented in Table 1.

Gender of Adult Volunteer 4-H Leaders

Fourteen (6.4%) of the adult volunteer 4-H leaders who participated in this study were male and 202 (92.7%) of them were female. There were two missing cases (.9%) for this question.

Marital Status of Adult Volunteer 4-H Leaders

Twenty (9.2%) respondents indicated that they were single. A majority of the respondents (171-78.4%) indicated they were married. Twenty two (10.1%) respondents reported that they were divorced while 2 (.9%) respondents were widowed. There were three (1.4%) missing cases for this question. The results are presented in Table 2.

Ethnic Origin of Adult Volunteer 4-H Leaders

With regard to ethnic origin, 32 respondents (14.7%) were black, and 179 (82.1%) were white. There were seven missing cases (3.7%) for this question.

Education Level of Adult Volunteer 4-H Leaders

A total of 215 respondents answered the question on highest educational level completed. Of this number, 2 (.9%) indicated they had 1-3 years high school or less. Thirty six respondents (16.5%) indicated that they obtained a high school degree, and 4 respondents (1.8%) had some college education. The number of respondents with a college degree was 100 (45.9%), while the number of respondents with a master's degree was 55 (25.3%). Twelve (5.5%) respondents indicated that they had a master's + 30 hrs while 2 (.9%) respondents had received an educational specialist certificate.

Table 1

Age of Adult Volunteer 4-H Leaders

Age in Years	Frequency	Percent
< 20	0	0.0
20 - 30	24	11.1
31 - 40	74	33.9
41 - 50	86	39.4
51 - 60	26	11.9
Over 60	6	2.8
Missing	2	.9
Total	218	100.0

Table 2

Marital Status of Adult Volunteer 4-H Leaders

Marital Status	Frequency	Percent
Single	20	9.2
Married	171	78.4
Divorced	22	10.1
Widowed	2	.9
Missing	3	1.4
Total	218	100.0

Table 3

Levels of Education Completed by Adult Volunteer 4-H Leaders

Educational Level	Frequency	Percent
High School (1- 3 Years or lower)	2	.9
High School Graduate	36	16.5
Some College	4	1.8
College Graduate	100	45.9
Master's Degree	55	25.3
Master's + 30 hrs	12	5.5
Educational specialist	2	.9
Doctorate	4	1.8
Missing	3	1.4
Total	218	100.0

There were 4 (1.8%) respondents with a doctorate degree, and 3 (1.4%) respondents did not answer this question. The results are presented in Table 3.

Number of Children Age 9-19 Living at Home

Eighty-seven (39.9%) respondents had no children age 9-19 living at home at the time of the study. The number of respondents with one child age 9-19 living at home was 47 (21.5%). Fifty nine (27.1%) respondents indicated that they had two children age 9-19 living at home, while 16 (7.3%) respondents indicated they had three children age 9-19 living at home. The number of respondents with four, five, and six children age 9-19 living at home was 3 (1.4%), 1 (.5%), and 3 (1.4%), respectively. The mean of number of children age 9-19 living at home was 1.15 (SD = 1.23). There were 2 (.9%) missing cases for this question. The results are presented in Table 4.

Number of Children Now and in the Past in 4-H

Eighty-three (38.1%) respondents had no children in 4-H. The number of respondents with one child in 4-H was 39 (17.9%). Sixty three (28.9%) respondents indicated that they had two children in 4-H, while 19 (8.7%) respondents indicated they had three children in 4-H. The number of the respondents with four, five, and six children in 4-H was 8 (3.7%), 2 (.9%), and 2(.9%), respectively. The mean of number of children now and in the past in 4-H was 1.29 (SD = 1.29). There were 2 (.9%) missing cases for this question. The results are presented in Table 5.

Occupation of Adult Volunteer 4-H Leaders

The majority of the respondents, 146 (67.8%), in this study were school teachers. There were 18 homemakers (8.3%), and 9 teacher's aides (4.2%). The remaining

Table 4

Number of Children Age 9 - 19 Living at Home

Number of Children	Frequency	Percent
0	87	39.9
1	47	21.5
2	59	27.1
3	16	7.3
4	3	1.4
5	1	.5
6	3	1.4
Missing	2	.9
Total	218	100.0

Note. Mean = 1.15, SD = 1.23

Table 5

Number of Children Now and in the Past in 4-H

Number of Children	Frequency	Percent
0	83	38.1
1	39	17.9
2	63	28.9
3	19	8.7
4	8	3.7
5	2	.9
6	2	.9
Missing	2	.9
Total	218	100.0

Note. Mean = 1.29, SD = 1.29

Table 6

Occupation of Adult Volunteer 4-H Leaders

Occupation	Frequency	Percent
Teacher	146	67.8
Homemaker	18	8.3
Teacher Aide	9	4.2
Farmer/Rancher	7	3.2
Tutor (professional)	5	2.3
School Administrator	4	1.9
Paraprofessional	3	1.4
Cleaner (school)	2	.9
Book Keeper	2	.9
Registered Nurse	2	.9
Substitute Teacher	1	.5
Bank Teller	1	.5
Insurance Counselor	1	.5
Tax Administrator	1	.5
Coordinator	1	.5
College Professor	1	.5
Librarian	1	.5
Speech Pathologist	1	.5
Dental Hygienist	1	.5
Elementary Counselor	1	.5
Government Administrator	1	.5
Retired Teacher	1	.5
Secretary	1	.5
Recreation Professional	1	.5
Missing	6	2.8
Total	218	100.0

respondents reported the following occupations: Farmer/Rancher 7 (3.2); Professional Tutor 5 (2.3%); School Administrator 4 (1.9%); Paraprofessional 3 (1.4%); Cleaner (school) 2 (.9%); Bookkeeper 2 (.9%); Registered Nurse 2 (.9%); Substitute Teacher 1 (.5%); Bank Teller 1 (.5%); Insurance Counselor 1 (.5%); Tax Administrator 1 (.5%); Coordinator 1 (.5%); College Professor 1 (.5%); Librarian 1 (.5%); Speech Pathologist 1 (.5%); Dental Hygienist 1 (.5%); Elementary Counselor 1 (.5%); Government Administrator 1 (.5%); Retired Teacher 1 (.5%); Secretary 1 (.5%); and Recreation Professional 1 (.5%) There were 6 (2.8%) missing cases for this question. The results are presented in Table 6.

Income Level of Adult Volunteer 4-H Leaders

Two respondents (.9%) indicated that they had less than $10,000 annual gross family income. Eleven respondents (5.0%) indicated their income between $10,000 and $19,999 , while 38 (17.4%) respondents indicated they were in the 20,000-29,999 income category. The remaining respondents indicated that they were in the following income categories: 34 (15.8%) 30,000-39,999; 22 (10.1%) $40,000-49,999; 28 (12.8%) $50,000-59.999; and 22 (10.1%) $60,000-69,000. Forty respondents (18.3%) indicated that they had $70,000 or higher annual gross family income. There were 21 (9.6%) respondents who did not answer this question. The results are presented in Table 7.

Geographic Location of Adult Volunteer 4-H Leaders

Respondents were asked to indicate the nature of the area where they lived. The largest response category was urban with 88 (40.4%) of the respondents. The second largest category was rural, non-farm (under 2,500 population) with 66 (30.3%) of the

Table 7

Annual Gross Family Income of Adult Volunteer 4-H Leaders

Income Level	Frequency	Percent
Under $10,000	2	.9
$10,000 - 19,999	11	5.0
$20,000 - 29,999	38	17.4
$30,000 - 39,999	34	15.8
$40,000 - 49,999	22	10.1
$50,000 - 59,999	28	12.8
$60,000 - 69,999	22	10.1
$70,000 or more	40	18.3
Missing	21	9.6
Total	218	100.0

Table 8

Geographic Location of Adult Volunteer 4-H Leaders

Geographic Location	Frequency	Percent
Urban (2,500 -50,000)	88	40.4
Rural, non-farm under 2,500	66	30.3
Farm	33	15.1
Metro (over 50,000)	28	12.8
Missing	3	1.4
Total	218	100.0

respondents. Thirty-three (15.1%) respondents reported that their geographic location was farm, while the number of respondents from metro areas (over 50,000 population) was 28 (12.8%).There was 3 (1.4%) missing cases for this question. The results are presented in Table 8.

Length of Residence in the Community

This study found that 61 respondents (28.0%) had lived for 1-5 years in their present geographic location. Thirty four respondents (15.6%) indicated that they had lived 6-10 years in their present geographic location. The number of respondents who had lived in their present location for 11-15 years was 39 (17.9%) while the number of respondents living in their present geographic location for 16-20 years was 27 (12.4%). Thirty four respondents (15.6%) reported that they had lived for 21-30 years in their present geographic location, while 16 respondents (7.3%) reported living in their present geographic location for more than 30 years. The mean of length of residence in the community was 14.02 (SD = 10.84). Seven people (3.2%) did not respond this question. The results are presented in Table 9.

Objective Two

Objective two of this study was to describe the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H program on the contributions they make to 4-H considering the following characteristics: (a) the capacity they serve as a 4-H leader, (b) the length of service they provided, (c) the length of service they plan (or expect) to provide, (d) the number of hours they spend on volunteerism per month, (e) the number of miles they drive for 4-H in their personally owned cars per month, and (f)

Table 9

Length of Residence in the Community

Length of Residence	Frequency	Percent
1 - 5 years	61	28.0
6 - 10 years	34	15.6
11 - 15 years	39	17.9
16 - 20 years	27	12.4
21 - 30 years	34	15.6
More than 30 years	16	7.3
Missing	7	3.2
Total	218	100.0

Note. Mean = 14.02, SD = 10.84

Table 10

Capacity in Which Adult Volunteer 4-H Leaders Served

Capacity of Volunteer Service	Frequency	Percent
Organizational Leader	150	68.8
General Capacity	19	8.7
Project Leader	14	6.4
Activity Leader	14	6.4
As Needed	5	2.3
School Sponsor	3	1.4
Meeting Supervision	2	.9
Judge in Various 4-H Contests	1	.5
Missing	10	4.6
Total	208	100.0

the amount of personal money they spend to support the 4-H program of the Louisiana Cooperative Extension Service.

The Capacity of Volunteer Service

The majority 150 (68.8%) of the respondents indicated that they served as organizational leaders. Nineteen respondents (8.7%) indicated serving in a general capacity, 14 respondents (6.4%) as project leaders, and 14 (6.4%) as activity leaders. Five respondents (2.3%) reported that they performed volunteer service as needed. Other volunteer service capacities reported were sponsoring school activities (3; 1.4%); supervising meetings (2; .9%); and judging various 4-H contests (1; .5%). There were 10 (4.6%) missing cases for this question. The results are presented in Table 10.

The Length of Volunteer Service

Adult volunteer 4-H leaders were asked to indicate the number of years they had served as volunteer leaders. The mean length of service was 6.97 years (SD = 6.89). The number of years that respondents served as 4-H leaders, as reported in categories (Table 11), include the following: Less than one year 7 (3.2%); 1 to 2 years 60 (27.5 %); 3 to 4 years 39 (17.9%); 5 to 6 years 39 (17.0%); 7 to 8 years 9 (4.1%); 9 to 10 years 23 (10.6%); 11 to 15 years 22 (10.1%); and 16 and more years 19 (8.7%). There was no missing case for this question.

Length of Volunteer Service Adult Volunteer 4-H Leaders Plan to Provide

Adult volunteer 4-H leaders were asked to indicate how many more years they plan or expect to serve as a leader. The answers to this question were put into categories by the researcher and are presented in Table 12. The number of years that respondents

Table 11

Length of Volunteer Service Provided by Adult Volunteer 4-H Leaders

Years Served as a 4-H Leader	Frequency	Percent
< 1	7	3.2
1 - 2	60	27.5
3 - 4	39	17.9
5 - 6	39	17.9
7 - 8	9	4.1
9 - 10	23	10.6
11 - 15	22	10.1
16 ≥	19	8.7
Total	218	100.0

Note. Mean = 6.97(SD = 6.89)

Table 12

Length of Volunteer Service Adult Volunteer 4-H Leaders Plan to Provide

Years	Frequency	Percent
Less than a year	18	8.3
1 - 2 years	35	16.1
3 - 4 years	21	9.6
5 - 6 years	18	8.3
7 - 8 years	13	6.0
9 - 10 years	16	7.3
More than 10 years	11	5.0
Several years	2	.9
Indefinitely, As long as I live, As long as I needed, Many years	15	6.9
Have no idea, Don't know, Not sure	58	26.5
As long as I am actually teaching	4	1.9
Missing	7	3.2
Total	218	100.0

plan or expect to provide for the 4-H Program include the following: Less than one year 18 (8.3%); 1-2 years 35 (16.1%); 3-4 years 21 (9.6%); 5-6 years 18 (8.3%); 7-8 years 13 (6.0%); 9- 10 years 16 (7.3%); more than 10 years 11 (5.0%); several years 2 (.9%). The remaining respondents used a variety of responses, including (Indefinitely + As long as I live + As long as I needed + Many years) 15 (6.9%); (Have no idea + Don't know + Not sure) 58 (26.5%); and As long I am actually teaching 4 (1.8%). There were 7 (3.2%) missing cases for this question.

Number of Hours Adult Volunteer 4-H Leaders Spend for 4-H

Respondents were asked to indicate the total number of hours they spend every month in volunteer work for the 4-H Program. The mean number of hours respondents spent per month was 11.23 (SD = 18.00). The number of hours that respondents spend in volunteer activities, as put in categories by the researcher, include the following: 1 - 2 hours 47 (21.6%); 3 - 4 hours 50 (22.8%); 5 - 6 hours 33 (15.1%); 7 - 8 hours 10 (4.6%); 9 - 10 hours 29 (13.3%); 11 - 20 hours 23 (10.6%); and 21 or more hours 23 (10.6%). There were 3 (1.4) missing cases for this question. The results are presented in Table 13.

Number of Miles Adult Volunteer 4-H Leaders Drive Their Personally Owned Cars for 4-H Volunteer Work

The total number of miles that respondents drive their personally owned cars every month was included in this study. The results showed that the mean number of miles driven by the respondents in their personally owned cars to volunteer for the 4-H program was 29.82 (SD = 40.67). Forty- nine respondents (22.5%) indicated that they never use their personally owned cars on 4-H volunteer work. The distribution of

Table 13

Number of Hours Adult Volunteer 4-H Leaders Spent for 4-H

Number of Hours	Frequency	Percent
1 - 2 hours	47	21.6
3 - 4 hours	50	22.8
5 - 6 hours	33	15.1
7 - 8 hours	10	4.6
9 - 10 hours	29	13.3
11 - 20 hours	23	10.6
21 or more hours	23	10.6
Missing	3	1.4
Total	218	100.0

Note. Mean = 11.23 (SD = 18.00)

Table 14

Number of Miles Adult Volunteer 4-H Leaders Drive Their Personally Owned Cars for 4-H Volunteer Work

Number of Miles	Frequency	Percent
0 miles	49	22.5
1 - 5 miles	29	13.3
6 - 10 miles	22	10.1
11 - 20 miles	22	10.1
21 - 30 miles	25	11.5
31 - 40 miles	10	4.6
41 - 50 miles	15	6.9
51 - 100 miles	22	10.1
101 or more miles	13	6.0
Missing	11	5.0
Total	218	100.0

Note. Mean = 29.82, SD = 40.67

remaining respondents by number of miles driven was: 1 - 5 miles 29 (13.3%); 6 - 10 miles 22 (10.1%); 11 - 20 miles 22 (10.1%); 21 - 30 miles 25 (11.5%); 31 - 40 miles 10 (4.6%); 41 - 50 miles 15 (6.9%); 51 - 100 miles 22 (10.1%); and 101 or more miles 13 (6.0%). There were 11 (5.0%) missing cases for this question. The results are presented in Table 14.

Amount of Personal Money Adult Volunteer 4-H Leaders Spent for 4-H Volunteer Work

Respondents were asked to indicate the amount of personal money they spend per year for the 4-H program. One hundred and twenty seven respondents (58.3%) indicated that they spent less than $50 of their personal money in 4-H volunteer work. Thirty eight respondents (17.4%) indicated that they spent $50 - $100, while 21 respondents (9.6%) indicated they spent $101 - $149. The number of respondents who spent $150 - $199 was 9 (4.1%), while the number of respondents who spent $200 - $250 was 6 (2.8%). There was 15 (6.9%) respondents who reported that they spent more than $250 of their own money for the 4-H program. There were 2 (.9%) missing cases for this question. The results are presented in Table 15.

Objective Three

Objective three of this study was to determine the persons and the methods influencing the decision of adult volunteer leaders to initiate volunteer activities with the 4-H program. Descriptive statistics were used in analyzing data related to this objective.

Table 15

Amount of Personal Money Adult Volunteer 4-H Leaders Spend for 4-H Volunteer Work

Amount of Personal Money	Frequency	Percent
Less than $50	127	58.3
$50 - $100	38	17.4
$101 - $149	21	9.6
$150 - $199	9	4.1
$200 - $250	6	2.8
More than $250	15	6.9
Missing	2	.9
Total	218	100.0

Persons Who Influenced Adult Volunteer 4-H Leaders to Initiate Volunteer Work with 4-H

Adult volunteer 4-H leaders were asked to indicate the persons who influenced their decision to initially become a volunteer leader. The largest number of respondents, 66 (30.3%), indicated that they were first asked by school administrators. The second largest number, 61 (28.0%), indicated that no one had influenced their decision, and 36 respondents (16.5%) reported that they were assigned to the volunteer service by their school principals. The remaining respondents were first asked to volunteer their service: 16 (7.3%) by other 4-H volunteers, 13 (6.0%) by extension staff, 13 (6.0%) by teachers, 8 (3.6%) by their own children, 2 (.9%) by parents of 4-H members. One respondent (.5%) said the opportunity to volunteer came with her job. There were 2 (.9%) missing cases for this question. The results are presented in Table 16.

Methods Used to Ask Adult Volunteer 4-H Leaders to Volunteer for 4-H Work

Methods used to ask leaders to volunteer for 4-H work were determined. It was found that 99 (45.4%) respondents were asked at a school meeting. Twenty seven respondents (12.4%) reported that they contacted 4-H, while another 27 (12.4%) respondents reported that they were asked during a meeting with school principal. The rest of the respondents indicated they were asked in the following ways: 18 (8.0%) during a 4-H meeting; 10 (4.6%) by phone call; 6 (2.8%) upon being hired; 5 (2.3%) volunteered when they began teaching; 4 (1.8%) talked to other 4-H leaders; 3 (1.4%) had visits to their homes; 2 (.9%) by letter; 1 (.5%) was given a copy of yearly duties; 1 (.5%) was contacted through her school; 1 (.5%) had a conference with school administrator; 1 (1.5%) was notified by teacher's handbook; and 1 (.5%) had a meeting

Table 16

Persons Who Influenced Adult Volunteer 4-H Leaders to Initiate Volunteer Work with 4-H

Persons	Frequency	Percent
School administrator	66	30.3
I volunteered	61	28.0
I was assigned by principal	36	16.5
Other 4-H volunteers	16	7.3
Extension staff	13	6.0
Teacher	13	6.0
My own children	8	3.6
4-H members' parents	2	.9
Opportunity came with job	1	.5
Missing	2	.9
Total	218	100.0

Table 17

Methods Used to Ask Adult Volunteer 4-H Leaders to Volunteer for 4-H Work

Methods	Frequency	Percent
School meeting	99	45.4
I contacted 4-H	27	12.4
Meeting with principal	27	12.4
During a 4-H meeting	18	8.0
Phone call	10	4.6
Upon being hired	6	2.8
Volunteered when began teaching	5	2.3
I talked to other 4-H leaders	4	1.8
Visit to my home	3	1.4
Interview for job	3	1.4
By letter	2	.9
Given a copy of yearly duties	1	.5
4-H office contacted the school and requested me	1	.5
Conference with school administrator	1	.5
Notified in teacher's handbook	1	.5
Meeting at extension service	1	.5
Missing	9	4.1
Total	218	100.0

at extension service. There were 9 (4.1%) missing cases for this question. The results are presented in Table 17.

Objective Four

Objective four of the study was to determine adult volunteer leaders on their perception regarding the influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) performance, and (f) negative motivators on their decision to provide volunteer service for the 4-H program. Descriptive statistics were used to analyze data relating to objective four. Tables for each of these seven components include the items, the means, the standard deviations, and the response category. Respondents used a 7-point Likert- type scale (1 = Strongly Disagree, 2 = Disagree, 3 = Mildly Disagree, 4 = Neutral, 5 = Mildly Agree, 6 = Agree, and 7 = Strongly Agree) to respond to the questions relating to this objective.

In interpreting the data, the following interpretive scale was established by the researcher:

Mean	Level of Agreement
6.50 - 7.00	Strongly Agree
5.50 - 6.49	Agree
4.50 - 5.49	Mildly Agree
3.50 - 4.49	Neutral
2.50 - 3.49	Mildly Disagree
1.50 - 2.49	Disagree
1.00 - 1.49	Strongly Disagree

Initial Motivators

Respondents were asked to indicate the influence of selected factors on the decision to initially become a 4-H volunteer leader. Considering the interpretive scale, the items with which the respondents most strongly agreed included: 'I think 4-H is a good organization" (mean = 6.578), "I think 4-H is good for the community" (mean = 6.565), and "I like working with youth" (mean = 6.525). The item with which respondents disagreed was "I hoped it would lead to employment" (mean = 2.152). There was no item in the strongly disagree response category. Overall, respondents strongly agreed with three items, agreed with one item, mildly agreed with six items, were neutral with five items, mildly disagreed with one item, and disagreed with one item (see Table 18).

Factor Analysis for Initial Motivators

The initial motivator section of the measuring instrument in this study consisted of 17 items. Calculations of correlations and differences between each of these items individually and the selected demographics would have been cumbersome to interpret as well as create a high level of inflation of experiment-wise error (alpha level). Therefore, the scale was factor analyzed to determine if underlying factors could be identified in the data.

Results of factor analysis revealed three factors in the initial motivators. These factors, as labeled by the researcher, and the percentage of variance explained are presented in the following factor analysis section. The items included in each factor and

Table 18

Initial Motivators

Initial Motivators	Mean	SD	Response Category
I think 4-H is a good organization	6.578	.946	SA
I think 4-H is good for the community	6.564	.971	SA
I like working with youth	6.525	1.018	SA
I want to help people	5.953	1.267	A
I like to meet new people	5.240	1.680	MA
I want to share my talents and interests	5.198	1.549	MA
Someone asked me to volunteer	5.152	2.077	MA
I feel a sense of duty/obligation	5.142	1.754	MA
I can learn how to work with different people	4.810	1.740	MA
My own children are/were 4-H members	4.592	2.637	MA
I enjoyed 4-H as a youth	4.476	2.421	N
People I am close to value volunteerism	4.391	1.855	N
I want to improve myself	4.336	1.939	N
It helps me with my own profession	4.218	1.931	N
I want to make new friends	4.192	1.841	N
I have extra time	2.953	1.835	MD
I hoped it would lead to employment	2.152	1.621	D

the order that they were extracted are also included in the factor analysis section. The Rotated Component Matrix for initial motivators is presented in Table 19.

Factor Analysis. The factors identified from the initial motivators were as follows:

Factor 1 - Achievement - Affiliation - 38.5% of variance

1. I can learn how to work with different people
2. I want to make new friends
3. I want to improve myself
4. I like to meet new people
5. It helps me with my own profession
6. People I am close to value volunteerism
7. I enjoyed 4-H as a youth
8. I hoped it would lead to employment
9. I have extra time

Factor 2 - Affiliation - 11.7% of variance

1. I like working with youth
2. I think 4-H is good for the community
3. I think 4-H is a good organization
4. I want to help people
5. I want to share my talents and interests

Factor 3 - Altruism - 8.07% of variance

1. My own children are/were 4-H members
2. Someone asked me to volunteer

Table 19

Rotated Component Matrix for Initial Motivators

Initial motivators	Component		
	1	2	3
I can learn how to work with different people	.799		
I want to make new friends	.759		
I want to improve myself	.717		
I like to meet new people	.705		
It helps me with my own profession	.699		
People I am close to value volunteerism	.671		
I enjoyed 4-H as a youth	.552		
I hoped it would lead to employment	.498		
I like working with youth		.886	
I think 4-H is good for the community		.881	
I think 4-H is a good organization		.862	
I want to help people		.742	
I want to share my talents and interests		.565	
My own children are/were 4-H members			.678
Someone asked me to volunteer			-.603
I feel a sense of duty/obligation			-.524

Note. Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization.

3. I feel a sense of duty/obligation

The factor scores for initial motivators were calculated as Mean = 4.06 (SD = 1.29) for Factor 1- Achievement - Affiliation, Mean = 6.16 (SD = .96) for Factor 2- Affiliation, and Mean = 4.97 (SD = 1.20) for Factor 3- Altruism.

Continuing Motivators

Respondents were asked to indicate the factors that influence their decision to continue serving as a 4-H volunteer leader. Considering the interpretive scale, there was no item in the strongly agree response category. The items with which the respondents agreed included: 'I get satisfaction from seeing others achieve" (mean = 6.333), "I enjoy watching youth growing and developing" (mean = 6.318), "I enjoy working with youth" (mean = 6.276), "I get a feeling of accomplishment" (mean = 5.780), and "4-H offers innovative programs" (mean = 5.743). The item with the lowest mean (mean = 3.579) for which the respondents remained neutral was "I enjoy recognition" There was no item in the mildly disagree, disagree, and strongly disagree response categories. Overall, respondents agreed with five items, mildly agreed with twelve items, and were neutral with two items (see Table 20).

Factor Analysis for Continuing Motivators

The continuing motivator section of the measuring instrument in this study consisted of 19 items. Calculations of correlations and differences between each of these items individually and the selected demographics would have been cumbersome to interpret as well as creating a high level of inflation of experiment-wise error (alpha

Table 20

Continuing Motivators

Continuing Motivators	Mean	SD	Response Category
I get satisfaction from seeing others achieve	6.333	.974	A
I enjoy watching youth growing and developing	6.317	1.053	A
I enjoy working with youth	6.275	1.008	A
I get a feeling of accomplishment	5.780	1.316	A
4-H offers innovative programs	5.743	1.319	A
Our 4-H program is strong	5.364	1.562	MA
I enjoy spending time with my own children	5.297	2.172	MA
I am making a difference in our community	5.266	1.390	MA
I enjoy the relationships with other adults	5.205	1.502	MA
I like to share my talents & interests	5.172	1.502	MA
I am increasing my teaching skills	5.051	1.569	MA
I like the social aspect	4.929	1.631	MA
Of tradition	4.928	1.732	MA
I feel appreciated	4.859	1.673	MA
My children/spouse are/were involved	4.764	2.375	MA
I feel needed	4.738	1.663	MA
I am increasing my self-esteem	4.518	1.691	MA
Of personal leadership opportunities	4.355	1.685	N
I enjoy recognition	3.579	1.728	N

level). Therefore, the scale was factor analyzed to determine if underlying factors could be identified in the data.

Results of factor analysis revealed three factors in the data. These factors, as labeled by the researcher, and the percentage of variance explained are presented in the following factor analysis section. The items included in each factor and the order that they were extracted are also included in the factor analysis section. The Rotated Component Matrix for Continuing Motivators is presented in Table 21.

Factor Analysis. The factors identified from the continuing motivators were as follows:

Factor 1 - Achievement - Affiliation - 41.8% of variance

Personal leadership opportunities

1. I am increasing my self-esteem
2. I enjoy recognition
3. I feel appreciated
4. I feel needed
5. I enjoy the relationships with other adults
6. I like the social aspect
7. Of tradition
8. I like to share my talents and interests
9. I am increasing my teaching skills

Factor 2 - Affiliation - 8.9% of variance

1. I enjoy watching youth growing and developing
2. I get satisfaction from seeing others achieve

Table 21

Rotated Component Matrix for Continuing Motivators

Continuing Motivators	Component		
	1	2	3
Personal leadership opportunities	.788		
I am increasing my self-esteem	.736		
I enjoy recognition	.724		
I feel appreciated	.657		
I feel needed	.647		
I enjoy the relationships with other adults	.620		
I like the social aspect	.612		
Of tradition	.581		
I like to share my talents and interests	.580		
I am increasing my teaching skills	.535		
Our 4-H program is strong	.277[a]		
I enjoy watching youth growing and developing		.866	
I get satisfaction from seeing others achieve		.843	
I enjoy working with youth		.818	
I get a feeling of accomplishment		.710	
4-H offers innovative programs		.603	
I am making a difference in our community		.577	
My children/spouse are/were involved_			.883
I enjoy spending time with my own children			.853

Note. Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization.
(a) Because this item had the lowest value and did not fit with any of the three components, it was not included when the mean of Continuing motivators - Factor 1 was calculated.

3. I enjoy working with youth

4. I get a feeling of accomplishment

5. 4-H offers innovative programs

6. I am making a difference in our community

Factor 3 - Family- Children - 8.4% of variance

1. My children/spouse are/were involved

2. I enjoy spending time with my own children

The factor scores for continuing motivators were calculated as Mean = 4.72 (SD = 1.18) for Factor # 1- Achievement - Affiliation, Mean = 5.95 (SD = .94) for Factor # 2 - Affiliation, and Mean = 5.04 (SD = 2.07) for Factor # 3 - Family- Children

Orientation/Training

Respondents were asked to indicate the extent to which they agreed that a volunteer orientation/training program in which they participated accomplished its purpose and/or resulted in various benefits. Considering the interpretive scale, there was no item in the strongly agree response category. The item with the highest mean (mean = 6.374) with which respondents agreed was, "Gave me the opportunity to know other 4-H club leaders." The item with the lowest mean (mean = 5.153) with which respondents mildly agreed was "Helped me to develop teaching skills." Overall respondents agreed with thirteen items, and mildly agreed with one item. There was no item in the neutral, mildly disagree, disagree, and strongly disagree response categories (see Table 22).

Table 22

Orientation/training

Benefits and/or outcomes of volunteer leader orientation/training program	Mean	SD	Response Category
Gave me the opportunity to know other 4-H club leaders	6.375	.8365	A
Helped me to understand my role and responsibilities as a 4-H leader	6.374	.8364	A
Helped me to understand the objectives of the 4-H program	6.342	.8115	A
Helped me to understand the basic philosophy of the 4-H program	6.285	.8838	A
Made me feel a valuable part of the 4-H organization	6.079	1.0361	A
Helped me to understand how to conduct meetings	6.078	1.039	A
Helped me to understand how to plan programs	6.064	1.033	A
Helped me to understand how to conduct programs	6.050	1.048	A
Helped me to understand how to organize the activities and events	6.021	1.059	A
Taught me how to develop leadership skills in youth	5.777	1.167	A
Helped me to understand how to utilize resource people	5.676	1.180	A
Helped me to understand youth and their needs	5.671	1.321	A
Helped me to understand how to utilize educational materials	5.597	1.328	A
Helped me to develop teaching skills	5.192	1.531	MA

The factor analysis procedure was used for orientation/training items to determine if underlying factors could be identified in the data. Results of factor analysis revealed one factor in the data. This factor was labeled as Factor- Orientation/training and explained 55.86% of variance. The factor score for Factor- Orientation/training was calculated as Mean = 5.96 (SD = .81). The items included in the Factor-Orientation/training, the order they were extracted, and their loadings are presented in Table 23.

Recognition

Respondents were asked to indicate the extent to which they agreed that various recognition methods should be used to recognize volunteer leaders. Considering the interpretive scale, there was no item in the strongly agree and agree response categories. The item with the highest mean (mean = 5.420) with which respondents mildly agreed was "Letters from 4-H agents, 4-H members, and parents." The item with the lowest mean (mean = 4.346) with which respondents remained neutral was "Formal banquets." Overall respondents mildly agreed with eight items, and were neutral with one item. There was no item in the mildly disagree, disagree, and strongly disagree response categories (see Table 24).

The factor analysis procedure was used for the items included in the recognition part of the study to determine if underlying factors could be identified in the data. Results of factor analysis procedure revealed one factor in the data. This factor was labeled as Factor- Recognition and explained 64.66% of the variance. The factor score for Factor- Recognition was calculated as Mean = 4.84 (SD = 1.28). The items included

Table 23

Component Matrix for the Factor- Orientation/training

Benefits and/or outcomes of volunteer leader orientation/training program	Component 1
Helped me to understand how to conduct programs	.845
Helped me to understand how to plan programs	.839
Helped me to understand how to organize the activities and events	.806
Taught me how to develop leadership skills in youth	.803
Helped me to understand how to utilize resource people	.770
Helped me to understand youth and their needs	.768
Helped me to understand how to utilize educational materials	.764
Helped me to understand how to conduct meetings	.760
Helped me to understand the objectives of the 4-H program	.725
Made me feel a valuable part of the 4-H organization	.717
Helped me to understand the basic philosophy of the 4-H program	.682
Helped me to understand my role and responsibilities as a 4-H leader	.673
Helped me to develop teaching skills	.660
Gave the opportunity to know other 4-H club leaders	.610

Note. Extraction Method: Principal Component Analysis

Table 24

Recognition Adult Volunteer 4-H Leaders Desire for Their Volunteer Service

Recognition	Mean	SD	Response Category
Letters from 4-H agents, 4-H members, parents	5.419	1.403	MA
Receiving plaques, certificates, pins	5.084	1.612	MA
Phone calls from 4-H agents, 4-H members, parents	5.023	1.506	MA
Visits from 4-H agents, 4-H members, parents	4.990	1.476	MA
Coverage in the newspaper	4.952	1.665	MA
Recognition receptions	4.641	1.603	MA
Recognition at a state event	4.641	1.677	MA
At a ceremony held during parish fair	4.607	1.646	MA
Formal banquets	4.346	1.745	N

Table 25

Component Matrix for the Factor- Recognition

Recognition factors	Component 1
Recognition at a state event	.881
Recognition receptions	.860
At a ceremony held during parish fair	.840
Coverage in the newspaper	.825
Formal Banquets	.819
Phone calls from 4-H agents, 4-H members, parents	.775
Visits from 4-H agents, 4-H members, parents	.774
Letters from 4-H agents, 4-H members, parents	.729
Receiving plaques , certificates, pins	.716

Note. Extraction Method: Principal Component Analysis

Table 26

Whether or not Adult Volunteer Leaders Receive Adequate Recognition

Adequate Recognition	Frequency	Percent
Yes	173	82.4
No	37	17.6
Total	210	100.0

in Factor-Recognition, the order they were extracted, and their loadings are presented in Table 25.

Respondents were also asked whether or not they received adequate recognition for their volunteer service. The majority of the respondents 173 (82.4%) reported that they received adequate recognition for their volunteer service. Thirty seven respondents (17.6%) reported that they did not receive adequate recognition for their volunteer service. There were 8 (3.7%) missing cases for this question (see Table 26).

Support

Respondents were asked to indicate the extent to which they agreed that they received adequate support from various groups or individuals. Considering the interpretive scale, there was no item in the strongly agree response category. The item with the highest mean (mean = 6.456) with which respondents agreed was "4-H agent." The item with the lowest mean (mean = 4.549) with which respondents mildly agreed was "4-H parents in my club." Overall, respondents agreed with three items, and mildly agreed with four items. There was no item in the neutral, mildly disagree, disagree, and strongly disagree response categories (see Table 27).

The factor analysis procedure was used for support items to determine if underlying factors could be identified in the data. Results of factor analysis revealed one factor in the data. This factor was labeled as Factor- Support and explained 44.75% of the variance. The factor score for Factor- Support was calculated as Mean = 5.36 (SD = 1.02). The items included in Factor-Support the order they were extracted, and their loadings are presented in Table 28.

Table 27

Adult Volunteer Leaders' Perceptions of Support Received from Individuals

I receive enough support from:	Mean	SD	Response Category
4-H agent	6.455	.846	A
4-H members in my club	5.710	1.210	A
Other extension staff	5.702	1.361	A
Other 4-H leaders/volunteers in my club	5.398	1.668	MA
My own family members	5.098	1.874	MA
Other 4-H leaders/volunteers in my parish	4.696	1.801	MA
4-H parents in my club	4.549	1.828	MA

Table 28

Component Matrix for the Factor- Support

I receive enough support from:	Component 1
Other 4-H leaders/volunteers in my parish	.785
Other extension staff	.710
4-H parents in my club	.708
4-H members in my club	.708
Other leaders/volunteers in my club	.627
My own family members	.556
4-H agent	.554

Note. Extraction Method: Principal Component Analysis

Performance

Respondents were asked to indicate the extent to which they were satisfied with various performance factors. Considering the interpretive scale, there was no item in the strongly agree response category. The item with the highest mean (mean = 6.338) with which respondents agreed was "4-H agents' performance." The item with the lowest mean (mean = 5.419) with which respondents mildly agreed was "Other volunteer leaders' performance." Overall, respondents agreed with six items, and mildly agreed with two items. There was no item in the neutral, mildly disagree, disagree, and strongly disagree response categories (see Table 29).

The factor analysis procedure was used for performance items to determine if underlying factors could be identified in the data. Results of factor analysis revealed one factor in the data. This factor was labeled as Factor- Performance and explained 43.38% of the variance. The factor score for Factor- Performance was calculated as Mean = 5.84 (SD = .81). The items included in the Factor-Performance, the order they were extracted, and their loadings are presented in Table 30.

Negative Motivators

Respondents were asked to indicate the extent to which they agreed that various negative motivators might cause them to stop serving as a volunteer leader for the 4-H program. Considering the interpretive scale, there was no item in the strongly agree and agree response categories. The item with the highest mean (mean = 5.370) with which respondents mildly agreed was "Unruly 4-H members." The item with the lowest mean (mean = 3.519) with which respondents remained neutral was "New curriculum."

Table 29

Adult Volunteer 4-H Leaders' Perception of Performance Factors

As a leader I am satisfied with the performance of the following	Mean	SD	Response category
4-H agents' performance	6.3380	.9508	A
4-H program in my parish	6.0563	1.1560	A
4-H program in Louisiana	6.0423	1.1464	A
Feed back I receive from 4-H agents	6.0094	1.1974	A
My club's performance	5.5189	1.3921	A
My performance as a leader	5.5000	1.2736	A
Ongoing training program	5.4785	1.4838	MA
Other volunteer leaders' performance	5.4190	1.2736	MA

Table 30

Component Matrix for the Factor-Performance

As a leader I am satisfied with the performance of the following	Component 1
4-H program in my parish	.898
4-H program in Louisiana	.836
Feed back I receive from 4-H agents	.803
4-H agents' performance	.748
My club's performance	.552
Other volunteer leaders' performance	.513
My performance as a leader	398
Ongoing training program	.183[a]

Note. Extraction Method: Principal Component Analysis
(a) Because this item had the lowest loading, it was not included when the mean of Factor-Performance was calculated for correlations. It was used as a separate item in objective #10.

Table 31

Factors that Might Cause Adult Volunteer 4-H Leaders to Stop Volunteering for 4-H Work

Negative motivators	Mean	SD	Response Category
Unruly 4-H members	5.3697	1.8506	MA
Uncooperative/apathetic 4-H members	5.3146	1.7829	MA
Lack of support/communication of 4-H staff	5.2877	1.8465	MA
Unsupportive/uncooperative parents	5.1043	1.8945	MA
Demanding extension staff	5.0047	1.9408	MA
Extra deadlines	4.2217	1.9479	N
More meetings	3.9577	1.9842	N
More activities	3.9575	2.0243	N
More rules	3.8774	1.9039	N
New curriculum	3.5189	1.8252	N

Table 32

Component Matrix for the Factor- Negative Motivators

Negative motivators	Component 1
More rules	.811
More meetings	.810
Extra deadlines	.803
Uncooperative/apathetic 4-H members	.711
Demanding extension staff	.711
More activities	.707
Unsupportive/uncooperative parents	.689
Unruly 4-H members	.664
New curriculum	.659
Lack of support/communication of 4-H staff	.473

Note. Extraction Method: Principal Component Analysis

Overall, respondents mildly agreed with five items, and remained neutral with five items. There was no item in the mildly disagree, disagree, and strongly disagree response categories (See Table 31).

The factor analysis procedure was used for negative motivation items to determine if underlying factors could be identified in the data. Results of factor analysis revealed one factor in the data. This factor was labeled as Factor- Negative motivators and explained 50.42% of the variance. The factor scores for Factor- Negative motivators was calculated as Mean = 4.58 (SD = 1.58). The items included in the Factor-Negative motivators, the order they were extracted, and their loadings are presented in Table 32.

Objective Five

Objective five was to compare the perceived influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) performance, and (g) negative motivators by the selected demographics of gender, age, the highest education level completed, number of children in 4-H, and geographic location. The factor scores for initial motivators, continuing motivators, orientation/training, recognition, support, performance, and negative motivators, as calculated in objective four, were used for comparisons. Since the variable gender had two groups including males and females, the t-test procedure was used to find out if there was a difference in factor scores of males and females. Since each of the variables age, the highest education level completed, and geographic location were measured in more than two groups, the Analysis of Variance procedure was used to find if significant differences exist in factor scores among the groups of each demographic

variable. The Tukey's Post-hoc Multiple Comparison Test was also used to find which groups were significantly different than the others. Since the variable number of children in 4-H was measured as continuous variable, instead of calculation of comparisons, calculation of correlations was more appropriate to the researcher, and a Pearson Product Moment Correlation coefficient was the proper procedure for this purpose.

Comparison of Mean Underlying Factor Scores by Gender

Since the variable gender had two groups including males and females, the t-test procedure was used to determine if significant difference exists between males and females in terms of the eleven factor scores, as calculated in objective four. Results of the comparison showed that there was no significant difference between males and females in terms of any of the eleven factor scores.

Comparison of Mean Underlying Factor Scores by Age

The Analysis of Variance procedure was used to make comparisons of the underlying factor scores by age categories. Results of these comparisons revealed that 4 of the 11 tests were statistically significant (see Table 33). The significant F values were found for the factors, "Continuing motivators- Factor # 3 (Children - Family)", "Initial motivators-Factor # 3 (Altruism)", "Initial motivators-Factor 1 (Achievement - Affiliation)", and "Support". A post-hoc comparison procedure was used for each of these four factors (see Tables 34, 35, 36, 37).

The Tukey's multiple comparison procedure revealed that the mean of "Continuing motivators- Factor # 3 (Children- Family)" in the 20-30 age group was

Table 33

Comparison of Mean Underlying Factor Scores by Age

Underlying Factor	F	p
Continuing Motivators- Factor # 3 (Children- Family)	7.542	<.001
Initial Motivators-Factor # 3 (Altruism)	4.361	.002
Initial motivators- Factor # 1 (Achievement- Affiliation)	3.312	.012
Support	2.504	.043
Negative Motivators	2.312	.059
Continuing Motivators- Factor # 1 (Achievement- Affiliation)	2.287	.061
Continuing Motivators- Factor # 2 (Affiliation)	2.170	.074
Orientation/training	2.009	.097
Initial Motivators-Factor # 2 (Affiliation)	1.470	.212
Performance	1.288	.277
Recognition	.300	.878

Table 34

Analysis of Variance of the Underlying Factor Continuing Motivators-Factor # 3 by Age

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob.
Between Groups	115.027	4	28.757	7.542	<.001
Within Groups	777.853	204	3.813		
Total	892.880	208			

Note. Means of Underlying Factor Continuing Motivators-Factor 3 include: Age 31-40 = 5.62, Age 41-50 = 5.11, Age Over 60 = 5.08, Age 51-60 = 4.86, Age 20-30 = 3.10.

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Age 20-30 was significantly lower than Age 31-40, Age 41-50, and Age 51-60.

Table 35

Analysis of Variance of the Underlying Factor Initial Motivators-Factor # 3 by Age

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob.
Between Groups	23.313	4	5.828	4.36	.002
Within Groups	271.317	203	1.337		
Total	294.630	207			

Note. Means of Underlying Factor Initial Motivators-Factor 3 include: Age 51-60 = 5.26, Age 31-40 = 5.09, Age Over 60 = 4.88, Age 41-50 = 4.86, Age 20-30 = 4.19.

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Age 20-30 was significantly lower than Age 31-40, and Age 51-60.

Table 36

Analysis of Variance of the Underlying Factor Initial Motivators-Factor # 1 by Age

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob.
Between Groups	20.875	4	5.219	3.31	.012
Within Groups	307.241	195	1.576		
Total	328.115	199			

Note. Means of Underlying Factor Initial Motivators-Factor 1 include: Age Over 60 = 5.43, Age 31-40 = 4.28, Age 51-60 = 4.00, Age 41-50 = 3.88, Age 20-30 = 3.65

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Age 20-30 was significantly lower than Age 31-40, and Age 51-60.

Table 37

Analysis of Variance of Mean Factor Support by Age

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob.
Between Groups	10.142	4	2.535	2.51	.043
Within Groups	203.438	201	1.012		
Total	213.579	205			

Note. Means of Underlying Factor Initial Motivators-Factor 1 include: Age 51-60 = 5.95, Age 31-40 = 5.47, Age 41-50 = 5.38, Age Over 60 = 5.36, Age 20-30 = 4.80

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Age 20-30 was significantly lower than Age 31-40.

significantly lower than means in the other age groups of 31-40, 41-50, and 51-60. The mean of 'Initial motivators- Factor # 3 (Altruism)" in the age 20-30 group was significantly lower than in the age 31-40, and age 51-60 groups. The mean of "Initial motivators- Factor 1(Achievement- Affiliation)" in the age 20-30 and age 41-50 groups was significantly lower than age over 60 group. The mean of "Support" in the age 20-30 group was significantly lower than the age 31-40 group.

Comparison of Mean Underlying Factor Scores by Education

The Analysis of Variance procedure was used to make the comparisons of underlying factor scores by highest level of education completed. Results of these comparisons revealed that three of the eleven tests were significant (see Table 38). The significant F values were found for the factors, "Continuing motivators- Factor # 3 (Children- Family)", "Negative motivators", and "Support". Each of these comparisons are presented in a relevant ANOVA table with accompanying post-hoc comparisons.

For the factor "Continuing motivators-Factor # 3 (Children- Family)", the Tukey's multiple comparison procedure revealed that the mean of "Continuing motivators-Factor # 3" in the "College Graduates" education category was significantly higher than the "Master's Degree" and "Some College" categories (see Table 39). The Tukey's multiple comparison procedure showed that the mean of negative motivators for "College Graduates" was significantly higher than for the "High School Graduate" education level (see Table 40). The same procedure showed that the mean of "Support" factor in "Masters +30 hrs" was significantly lower than in "High School Graduate",

Table 38

Comparison of Mean Underlying Factor Differences by Education

Underlying Factors	F	p
Continuing Motivators-Factor 3 (Children-Family)	3.336	.002
Negative Motivators	2.211	.035
Support	2.164	.039
Continuing motivators-Factor 1 (Achievement- Affiliation)	1.494	.171
Initial Motivators-Factor 1 (Achievement- Affiliation)	1.476	.178
Initial Motivators-Factor 3 (Altruism)	1.260	.272
Recognition	1.127	.347
Continuing Motivators- Factor 2 (Affiliation)	1.071	.384
Performance	.998	.435
Orientation/training	.996	.437
Initial motivators-Factor 2 (Affiliation)	.449	.870

Table 39

Analysis of Variance of the Underlying Factor Continuing Motivators-Factor 3 by Level of Education.

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob.
Between Groups	92.941	7	13.27	3.36	.002
Within Groups	796.015	200	3.98		
Total	888.957	207			

Note. Means of Underlying Factor Continuing Motivators-Factor 3 include: Doctorate = 7.00, High School Graduate = 6.28, Educational Specialist = 6.12, High School 1-3 years or lower = 5.25, Master's + 30 hrs = 4.82, College Graduate = 4.80, Some College = 4.62, Master's Degree = 4.44

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: "College Graduates" was significantly higher than "Some College" and "Master's Degree".

Table 40

Analysis of Variance of the Factor Negative Motivators by Level of Education.

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob
Between Groups	27.894	7	3.98	2.21	.035
Within Groups	353.267	196	1.80		
Total	381.162	203			

Note. Means of Factor Negative Motivators include: Master's + 30 hrs = 4.98, College Graduate = 4.80, Master's Degree = 4.60, High School Graduate = 4.10, Some College = 3.90, Educational Specialist = 3.77, High School 1-3 years or lover = 3.35, Doctorate = 2.80.

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: "College Graduates" was significantly higher than "High School Graduate".

Table 41

Analysis of Variance of the Factor Support by Level of Education.

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob
Between Groups	15.244	7	2.17	2.16	.039
Within Groups	198.291	197	1.00		
Total	213.534	204			

Note. Means of Factor Support include: Educational Specialist = 6.46, Doctorate = 6.43, High School Graduate = 5.57, Some College = 5.43, High School 1-3 years or lover = 5.43, College Graduate = 5.33, Master's Degree = 5.29, Master's + 30 hrs = 4.64.

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: "Masters +30 hrs" was significantly lower than "High School Graduate", "Some College", "College Graduate", "Educational Specialist", and "Doctorate".

"Some College", "College Graduate", "Educational Specialist", and "Doctorate" levels of education (see Table 41).

Relationships Between Number of Children in 4-H and the Underlying Factor Scores

The underlying factor scores, as calculated in objective four, included continuous variables. Since the variable number of children in 4-H was also measured as a continuous variable, instead of calculation of comparisons, calculation of correlations was more appropriate to the researcher, and a Pearson Product Moment correlation coefficient was the proper procedure. The correlation coefficients between these variables are presented in Table 43. For interpretation of correlation coefficients, Davis' proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Out of eleven underlying factors four were significantly associated with the variable number of children in 4-H. The underlying factor that was found to have the highest degree of association with the variable number of children in 4-H was Continuing motivators- Factor # 3 (Children-Family) ($r = .480$, $p < .001$). This relationship was classified as a moderate association using descriptors developed by

Table 42

Relationships Between Number of Children in 4-H and the Underlying Factor Scores

Underlying Factor	r	n	p
Continuing Motivators-Factor # 3 (Children- Family)	.480	209	<.001
Initial Motivators-Factor # 3 (Altruism)	.335	208	<.001
Support	.298	206	<.001
Performance	.160	203	.023
Continuing motivators- Factor # 2 (Affiliation)	.115	211	.097
Factor-Orientation/training	.112	136	.193
Continuing Motivators- Factor # 1 (Achievement- Affiliation)	-.071	208	.307
Negative Motivators	-.065	205	.352
Initial Motivators- Factor # 2 (Affiliation)	.062	213	.365
Factor- Recognition	-.032	215	.647
Initial motivators- Factor # 1 (Achievement- Affiliation)	.001	200	.995

Davis. The nature of this association was such that respondents who continue to serve as a volunteer leader for children and family reasons tend to have more children in 4-H. The underlying factor that was found to have the second highest degree of association with the variable number of children in 4-H was Initial motivators- Factor # 3 (Altruism) ($r = .335$, $p < .001$). This relationship was also classified as a moderate association. The nature of this association was such that respondents who continue to serve as a volunteer leader for altruistic reasons tend to have more children in 4-H. The underlying factor that was found to have the third highest degree of association with the variable number of children in 4-H was the Factor-Support ($r < .298$, $p < .001$). This relationship was classified as a low degree of association. The nature of this association was such that respondents who perceive that they receive higher support for their volunteer service tend to have more children in 4-H. The underlying factor that was found to have the lowest significant association with the variable number of children in 4-H was the Factor-Performance ($r = .160$, $p = .023$). This relationship was also classified as a low degree of association. The nature of this association was such that respondents who perceive a higher performance in the overall performance score tend to have more children in 4-H. No significant associations were found between the variable number of children in 4-H and the other factor scores (see Table 42).

Comparison of Mean Underlying Factor Scores by Geographic Location

The Analysis of Variance procedure was used to make comparisons of mean underlying factor scores by geographic location. Results of these comparisons revealed that four of the eleven tests were significant (see Table 43). Significant F values were

Table 43

Comparison of Mean Underlying Factor Scores by Geographic Location

Underlying Factor	F	p
Initial Motivators-Factor 3 (Altruism)	11.562	<.001
Continuing Motivators-Factor 3 (Children- Family)	9.549	<.001
Factor- Support	3.585	.015
Factor- Negative Motivators	3.216	.024
Factor- Recognition	2.326	.076
Initial Motivators-Factor 2 (Affiliation)	1.127	.339
Factor- Orientation/training	.758	.520
Factor- Performance	.625	.600
Continuing Motivators-Factor 1 (Achievement- Affiliation)	.555	.645
Continuing Motivators-Factor 2 (Affiliation)	.477	.699
Initial Motivators-Factor 1 (Achievement- Affiliation)	.466	.706

Table 44

Analysis of Variance of the Mean Underlying Factor Initial Motivators- Factor # 3 by Geographic Location

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob
Between Groups	42.994	3	14.33	11.56	<.001
Within Groups	251.634	203	1.24		
Total	294.628	206			

Note. Means of Underlying Factor Initial Motivators- Factor 1 include: Farm = 5.67, Rural non- farm (under 2,500 population) = 5.28, Metro = 4.95, Urban = 4.61

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Farm was significantly higher than Urban and Metro.

Table 45

Analysis of Variance of the Mean Underlying Factor Continuing Motivators- Factor # 3 by Geographic Location

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob
Between Groups	108.559	3	36.18	9.45	<.001
Within Groups	780.398	204	3.82		
Total	888.957	207			

Note. Means of Underlying Factor Continuing Motivators- Factor 1 include: Farm = 6.47, Rural non- farm (under 2,500 population) = 5.25, Metro = 4.53, Urban = 4.20

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Farm was significantly higher than Rural non-farm (under 2,500 population), Urban, and Metro.

Table 46

Analysis of Variance of the Mean Factor Support by Geographic Location

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob
Between Groups	10.733	3	3.57	3.58	.015
Within Groups	200.575	201	.99		
Total	211.308	204			

Note. Means of Factor Support include: Farm = 5.71, Rural non- farm (under 2,500 population) = 5.54, Urban = 5.18, Metro = 5.09

Tukey's Post-hoc Multiple Comparison Test was used (Alpha = .06). Group differences: Farm was significantly higher than Urban and Metro.

Table 47

Analysis of Variance of Mean Factor Negative Motivators by Geographic Location

Source	Sum of Squares	D.F.	Mean Square	F	F. Prob
Between Groups	17.636	3	5.87	3.25	.024
Within Groups	367.429	201	1.82		
Total	385.064	204			

Note. Means of Factor Negative Motivators include: Rural non- farm = 4.83, Urban = 4.62, Metro = 4.49, Farm = 3.93.

Tukey's Post-hoc Multiple Comparison Test was used. Group differences: Farm was significantly higher than Rural non-farm (under2,500 population).

found for the factors, "Initial motivators-Factor # 3 (Altruism)", "Continuing Motivators-Factor # 3 (Children- Family)", "Support", and "Negative Motivators". The post-hoc comparisons procedure was used for each of these three factors.

The Tukey's multiple comparison procedure revealed that the mean of "Initial motivators- Factor # 3 (Altruism)" was significantly higher in the "Farm " and "Rural, non farm (under 2,500 population)" geographic location response categories than the "Urban" and "Metro" geographic location response categories (see Table 44). The mean of "Continuing motivators- Factor # 3 (Children- Family)" was significantly higher in the "Rural" geographic location response category than the "Rural, non-farm", "Urban", and "Metro" response categories (see Table 45). The mean of "Negative motivators" was significantly lower in the "Rural" geographic location category than the "Rural non-farm" geographic location category (see Table 46). Tukey's post-hoc multiple comparison test showed that in terms of the Factor Support "Farm" was significantly higher than "Urban", and "Metro" (see Table 47).

Objective Six

Objective six was to compare the leaders who received an orientation/training program with the leaders who received no orientation/training program during their involvement in the 4-H program on the perceived influence of (a) the initial motivators, (b) continuing motivators, and (c) negative motivators on their decision to provide volunteer service. The factor scores, as calculated in objective four were used for this comparison. Since the variable whether or not receiving an orientation/training program

was measured in two groups, the t-test procedure was used to find if a difference exists in each of the factor scores between the two groups of this variable.

The t-test procedure was used to determine if differences existed in the underlying factor scores by Orientation/training. Results of the comparison showed that out of seven underlying factor scores, respondents who received an orientation/training program and respondents who did not receive an orientation/training program were significantly different only in the underlying factor score "Continuing motivators- Factor # 2 (Affiliation). The nature of this comparison was such that respondents who received an orientation/training program had significantly higher score on Continuing motivators- Factor 2 (Affiliation) than the respondents who did not receive an orientation/training program before initiating volunteer work with 4-H. No other significant differences were found (see Table 48).

Objective Seven

Objective seven was to compare volunteer 4-H leaders on (a) the capacity they serve as a 4-H leader, (b) number of years served, (c) hours per month spent volunteering 4-H, (d) the number of miles they drive in their personally owned cars, and (f) the total amount of their personal money they spend to support 4-H by whether or not they perceive that they receive adequate recognition for their volunteer service. Because the variables capacity of service and the total amount of personal money leaders spent for 4-H were measured in categories, the Chi-square procedure was used to test these two variables for independence from the variable adequate recognition. Since the variables

Table 48

Comparison of Mean Underlying Factor Scores by Orientation/Training.

Underlying Factor	Yes	No	Diff	t	p
Continuing Motivators-Factor # 2 (Affiliation)	6.123	5.635	.488	3.73	<.001
Continuing Motivators-Factor # 1 (Achievement- Affiliation)	4.838	4.504	.334	1.96	.051
Initial Motivators-Factor # 1 (Achievement- Affiliation)	4.165	3.858	.307	1.63	.104
Initial Motivators-Factor # 2 (Affiliation)	6.232	6.026	.206	1.50	.133
Continuing Motivators- Factor # 3 (Children- Family)	5.143	4.840	.303	1.02	.309
Negative Motivators	4.564	4.659	-.095	-.469	.639
Initial Motivators-Factor # 3 (Altruism)	4.982	4.933	.049	.286	.775

number of years served, hours per month spent volunteering 4-H, and the number of miles leaders drive their personally owned cars were measured as continuous variables, the t-test procedure was used to find if significant differences exist in each of these variables by whether or not leaders receive adequate recognition for their volunteer service.

When the variable capacity of service was tested for independence from the variable whether or not receiving adequate recognition, the findings indicated that there was no significant relationship; therefore, they were independent. ($\underline{x}^2(3, n = 197) = .599, \underline{p} = .74$). The variable number of years served was measured as continuous variable. Therefore, the t-test procedure was used to compare leaders who perceived that they receive adequate recognition and leaders who perceived that they did not receive adequate recognition for their volunteer service in the variable number of years served as a volunteer leader. Leaders who perceived that they receive adequate recognition had a mean score of 7.52 while leaders who perceived that they did not receive adequate recognition had a mean score of 5.27. The results of the t-test procedure (at Alpha = .05) showed no significant difference ($\underline{t} = 1.804, \underline{p} = .073$) indicating that there was no significant difference between these two groups of leaders in terms of the number of years they served as a volunteer leader.

The variable hours per month spent on volunteering 4-H was measured as a continuous variable. Therefore, the t-test procedure was used to compare leaders who perceived that they receive adequate recognition and leaders who perceived that they did not receive adequate recognition for their volunteer service in the variable hours per

month spent volunteering 4-H. Leaders who perceived that they receive adequate recognition had a mean score of 11.94 while leaders who perceived that they did not receive adequate recognition had a mean score of 9.43. The results of the t-test procedure (at Alpha = .05) showed no significant difference (t = .758, p = .450) indicating that there was no significant difference between these two groups of leaders in terms of hours per month served volunteering 4-H

The variable number of miles leaders drive their personally owned cars for volunteering 4-H was measured as a continuous variable. Therefore, the t-test procedure was used to compare leaders who perceived that they receive adequate recognition and leaders who perceived that they did not receive adequate recognition for their volunteer service in the variable number of miles leaders drive their personally owned cars for volunteering 4-H. Leaders who perceived that they receive adequate recognition had a mean score of 30.04 while leaders who perceived that they did not receive adequate recognition had a mean score of 33.22. The results of the t-test procedure (at Alpha = .05) showed no significant difference (t = -.419, p = .675) indicating that there was no significant difference between these two groups of leaders in terms of number of miles they drive their personally owned cars for volunteering 4-H.

Because the variable personal money leaders spent for 4-H was measured in categories, the Chi-square procedure was used to test this variables for independence from the variable adequate recognition. The findings of this comparison showed no significant chi-square value indicating that these two variables were independent (χ^2 (5, n = 208), = 3.23, p = .66). From this finding, it can be said that leaders' perceptions of

receiving adequate recognition for their volunteer service is independent from the amount of personal money they spent for the 4-H program.

Objective Eight

Objective eight was to determine if a relationship exists between the volunteer service role as measured by the capacity of volunteer service, number of years served, and hours per month spent volunteering and each of the following demographic characteristics: (a) age, (b) gender, (c) level of education, (d) number of children age 9-19 living at home, (e) number of children in 4-H, (f) level of income and (g) length of residence in community.

The chi-square procedure and the analysis of variance procedure was used for the first part of this objective to make comparisons of the selected demographics by the capacity of volunteer service. The capacity of volunteer service was measured as nominal. Demographic characteristics of age, level of education, and level of income were measured as ordinal, while gender was measured as nominal. Therefore, the chi-square procedure was the most appropriate test for these comparisons. On the other hand, demographic characteristics of number of children between the age of 9-19 living at home, number of children in 4-H, and length of residence in community were measured as continuous variables. Therefore, the analysis of variance procedure was the most appropriate test for these comparisons.

The chi-square procedure revealed no significant relationship when the variable capacity of volunteer service was tested for independence from the demographic variable age. Therefore, these two variables were independent (χ^2 (12, n = 195), = 2.88, p = .99).

The chi-square procedure revealed no significant relationship when the variable capacity of volunteer service was tested for independence from the demographic variable gender. Therefore, these two variables were independent ($\underline{x}^2$ (3, n = 195), = 1.34, $\underline{p}$ = .72).

The study found that the variables capacity of volunteer service and level of education were also independent. The chi-square procedure revealed no significant relationship, therefore, these two variables were independent ($\underline{x}^2$ (21, n = 194), = 20.49, $\underline{p}$ = .49).

The analysis of variance procedure was used to make comparisons in the variable capacity of volunteer service by the variable number of children age 9-19 living at home. Results of this comparison did not reveal a significant F value, $\underline{F}$ (3 , 194) = 2.237, $\underline{p}$ = .085 indicating that leaders serving in different capacities are not different in terms of the number of children age 9-19 living at home.

The analysis of variance procedure was used to make comparisons in the variable capacity of volunteer service by the variable number of children in 4-H. Results of this comparison did not reveal a significant F value, $\underline{F}$ (3 , 194) = .323, $\underline{p}$ = .809, indicating that leaders serving in different capacities are not different in terms of the number of children they have in 4-H.

The analysis of variance procedure was used to make comparisons in the variable capacity of volunteer service by the variable length of residence in the community. Results of this comparison did not reveal a significant F value, $\underline{F}$ (3, 190) = .484, $\underline{p}$ =

.694, indicating that leaders serving in different capacities are not different in terms of the length of residence in the community.

Since the variable capacity of volunteer service was measured as nominal and the variable level of income was measured as categorical, the chi-square procedure was used to test the independence of these variables. Results showed that these two variables were independent ($\underline{x}^2$ (21, n = 178), = 18.35, $\underline{p}$ = .63).

To examine the relationships between the length of volunteer service and selected demographic characteristics of 4-H leaders, Spearman's correlation coefficient was calculated. The correlation coefficients between the variables length of volunteer service and each of the selected demographic characteristics are presented in Table 50. The demographic characteristic that was found to have the highest degree of association with length of volunteer service was age ($\underline{r}$ = .525, $\underline{p}$ < .001). This relationship was classified as a substantial association using descriptors developed by Davis. The nature of this association was such that respondents who were older in age tended to serve longer as volunteer leaders.

The demographic characteristic that was found to have the second highest degree of association with the variable length of volunteer service was length of residence in community ($\underline{r}$ = .438, $\underline{p}$ < .001).This relationship was classified as a moderate association. The nature of this association was such that respondents who had a longer residency in their current community tended to have served longer as volunteer leaders.

The third demographic characteristic found to have an association with the variable length of volunteer service was level of education ($\underline{r}$ = .408, $\underline{p}$ < .001). This

relationship was also classified as a moderate association. The nature of this association was such that respondents who had completed higher levels of education tended to have served longer as volunteer leaders.

The variable number of children age 9-19 was found to have a negative association with the variable length of volunteer service ($r = -.251$, $p < .001$). This relationship was classified as a low association. The nature of this association was such that respondents who had fewer children age 9-19 living at home tended to have served longer as volunteer leaders.

The variable number of children in 4-H was found to have a positive association with the variable length of volunteer service ($r = .228$, $p < .001$). This relationship was also classified as a low association. The nature of this association was such that respondents who had more children in 4-H tended to have served longer as volunteer leaders.

The last demographic variable, gender, was found to have a negative association with the variable length of volunteer service ($r = .213$, $p = .002$). This relationship was also classified as a low association. The nature of this association was such that respondents who were males tended to have served longer as volunteer leaders. The study found no significant relationship between the variable income and the length of volunteer service (see Table 49).

To examine the relationships between hours per month spent volunteering for 4-H and selected demographic characteristics of 4-H leaders, Spearman's correlation coefficient was calculated. The correlation coefficients between these variables are

Table 49

Relationships Between Selected Demographic Characteristics and Length of Volunteer Service Performed by Leaders

Demographics	r	n	p
Age	.525	216	<.001
Length of Residence	.438	211	<.001
Level of Education	.408	215	<.001
Number of Children	-.251	216	<.001
Number of Children in 4-H	.228	216	<.001
Gender	-.213	216	.002
Level of Income	.078	197	.274

Table 50

Relationships Between Selected Demographic Characteristics and Hours per Month Spent Volunteering for 4-H

Demographics	r	n	p
Length of Residence	.137	208	.048
Number of Children in 4-H	.079	213	.253
Gender	.069	213	.319
Number of Children age 9-19	.032	213	.638
Level of Income	.031	194	.666
Age	-.028	213	.684
Level of Education	-.009	212	.895

presented in Table 50. The demographic characteristic that was found to have the highest degree of association with hours per month spent volunteering for 4-H was length of residence ($r = .137$, $p = .048$). This relationship was classified as a low association. The nature of this association was such that respondents who had lived longer in their current residence have served longer as volunteer leaders. The study found no significant relationships between the variable hours per month spent volunteering for 4-H and the variables of number of children in 4-H, gender, number of children age 9-19 living at home, level of income, age, and level of education (see Table 50).

Objective Nine

Objective nine was to determine if a relationship exists between the influence of continuing motivators on the decision to continue volunteer service as perceived by the adult volunteer leaders and the support they feel they receive from selected individuals. All of the variables included in this objective were measured as scale items, therefore, a Pearson Product Moment Correlation Coefficient was used. Since continuing motivators revealed three underlying factors, and the support factors revealed one underlying factor these underlying factors were used for seeking a relationship between Continuing motivators and support (see Table 51).

Continuing motivators-Factor # 3 (Family- Children) was found to have the highest degree of association with the support factor ($r = .376$, $p < .001$). This relationship was classified as a moderate association. The nature of the association between these two factors was such that respondents who perceived a higher degree of

Table 51

Relationships Between the Underlying Factors Scores of Continuing Motivators and Mean Underlying Factor Support

Motivation Factors	r	n	p
Continuing Motivators-Factor # 3 (Children- Family)	.376	201	<.001
Continuing Motivators-Factor # 1 (Achievement- Affiliation)	.368	201	<.001
Continuing Motivators-Factor # 2 (Affiliation)	.345	203	<.001

influence in Continuing motivators Factor # 3 (Family- Children) on their decision to continue volunteer service tended to receive higher support for their volunteer service.

Continuing motivators- Factor 1 (Achievement- Affiliation) was found to have the second highest degree of association with the support factor ($r = .368$, $p < .001$). This relationship was also classified as a moderate association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor 1 (Achievement- Affiliation) on their decision to continue volunteer service tended to perceive they receive higher support for their volunteer service.

Continuing motivators-Factor # 2 (Affiliation) was found to have the lowest degree of association with the support factor ($r = .345$, $p < .001$). This relationship was also classified as a moderate association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor # 2 (Affiliation) on their decision to continue volunteer service tended to perceive they receive higher support for their volunteer service.

Objective Ten

Objective ten was to determine if a relationship exists between the influence of continuing motivators on the decision to continue volunteer service as perceived by the adult volunteer leaders and their perceptions of (a) feedback they receive from 4-H agents, and (b) the performance of any ongoing training program they receive. Since the level of measurements of both variables were interval, Pearson product-moment correlation coefficient was used to achieve this objective.

Continuing motivators-Factor # 2 (Affiliation) was found to have the highest degree of association with perceived feedback received from 4-H agents (r = .372, p < .001). This relationship was classified as a moderate association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor # 2 (Affiliation) on their decision to continue volunteer service tended to perceive that they receive higher feedback from 4-H agents.

Continuing motivators- Factor # 1 (Achievement- Affiliation) was found to have the second highest degree of association with perceived feedback received from 4-H agents (r = .259, p < .001). This relationship was classified as a low association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor # 1 (Achievement- Affiliation) on their decision to continue volunteer service tended to perceive that they receive higher feedback from 4-H agents.

Continuing motivators-Factor 3 (Children- Family) was found to have the lowest association with perceived feedback received from 4-H agents (r = .103, p = .141). This relationship was classified as a low association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor # 3 (Children- Family) on their decision to continue volunteer service tended to perceive that they receive higher feedback from 4-H agents. However, this degree of association was not statistically significant (see Table 52).

Continuing motivators-Factor # 2 (Affiliation) was found to have the highest degree of association with perceived performance of any ongoing training program received (r = .317, p < .001). This relationship was classified as a moderate association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor 2 (Affiliation) on their decision to continue volunteer service tented to perceive that the ongoing training program they participated had a higher performance.

Continuing motivators- Factor # 1 (Achievement-Affiliation) was found to have the second highest degree of association with mean perceived performance of any ongoing training program received (r = .252, p < .001). This relationship was classified as a low association. The nature of the association between these two factors was such that respondents who perceived a higher degree of influence in Continuing motivators- Factor # 1 (Achievement-Affiliation) on their decision to continue volunteer service tented to perceive that the ongoing program they participated had a higher performance.

Continuing motivators-Factor # 3 (Children- Family) was found to have the lowest association with mean perceived performance of any ongoing training program received (r = .115, p = .150). Although this relationship was classified as a low association, the degree of the association was not statistically significant (see Table 53).

Qualitative Responses

Some of the respondents provided qualitative information related to their experiences as volunteer leaders. The common themes they emphasized are included in this part of the study.

Table 52

Relationship Between the Mean Underlying Factor of Continuing Motivators and Mean of Perceived Feedback Received from 4-H Agents

Motivation Factors	r	n	p
Continuing Motivators-Factor # 2 (Affiliation)	.372	209	<.001
Continuing Motivators-Factor # 1 (Achievement- Affiliation)	.259	207	<.001
Continuing Motivators-Factor # 3 (Children- Family)	.103	207	.141

Table 53

Relationship Between the Mean Underlying Factor of Continuing Motivators and Mean Perceived Performance of Ongoing Training Program

Motivation Factors	r	n	p
Continuing Motivators-Factor # 2 (Affiliation)	.317	159	<.001
Continuing Motivators-Factor # 1 (Achievement- Affiliation)	.252	158	<.001
Continuing Motivators-Factor # 3 (Children- Family)	.115	158	.150

About thirty respondents indicated that the major reason for initially becoming a volunteer 4-H Leader was to obtain knowledge about 4-H activities and help their own children. Because most of the children forget to inform their parents about the activities and contests, parents might have difficulty to help their children with their projects. When parents are involved they are able to better know in what direction their children are going. Some respondents reported that they wanted to become a volunteer leader because they wanted to help youth become self-confident in front of a crowd. They thought that increasing self-confidence of children would be a great support to them when they grow to be adults.

Regarding the orientation/training program, leaders, in general agreed that an orientation/training program is very helpful for giving basic information about the mission of volunteering and helping youth. In addition to this, leaders believed that an orientation training program makes it possible for them to know other volunteer leaders in their parish. Learning how to help youth with their projects, organizing activities, and sharing ideas with other leaders and school personnel were emphasized as important benefits of a leader orientation/training program.

Although a leader training program was found to be very useful by many leaders, some leaders reported that they could not attend any of these programs because the time was not arranged properly. Since the majority of volunteer 4-H leaders in Louisiana are teachers, a leader training program needs to be at a time when the teachers and parents can attend. Teachers cannot always leave on a school day.

Recognizing 4-H leaders for their volunteer service was the part of the survey which respondents gave the most qualitative information. A common pattern identified by the researcher was that the majority of the leaders serving as adult volunteers contribute their time, money, and energy not for their own recognition but for youth. Some comments on leader recognition were:

"I would feel that the leaders should be doing this for the kids not for their own recognition. Although, they do need to be recognized by agents when club members do well".

"I am here for my members. That is recognition enough. I receive recognition from the kids- that is the best kind."

"If you volunteer to help the kids why do you want to be recognized? Wouldn't you rather the kids receive recognition."

"Instead of spending money to recognize leaders, money in the program should be used for the programs of the young members."

"For me, it does not matter if I am recognized or not. There is an opportunity in our parish to recognize an outstanding leader, however, I do not fill it out because I do not volunteer for myself but for the kids."

Some leaders reported that they receive adequate recognition from extension personnel and school boards, but not from the children or teens. They indicated that young people today do not act as if they appreciate all the work that has been done by volunteer leaders. They act like they expect it. This group of leaders also indicated that 4-H has become less rewarding over the years. Even the parents of 4-H members act like all volunteer work is something leaders should do. A lack of appreciation for their volunteer work was emphasized by this group of respondents.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine contributions adult volunteer leaders make to 4-H, and the principal factors influencing the retention of adult volunteer leaders in the Louisiana Cooperative Extension Service 4-H Program. The specific objectives were to:

1 Describe the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H Program on the following selected demographic characteristics: (a) age, (b) gender, (c) marital status, (d) ethnic group, (e) highest level of education completed, (f) number of children age 9-19 living at home, (g) number of children in 4-H, (h) present occupation, (i) annual gross family income, (j) geographic location, and (k) length of time as resident of the community.

2. Describe the adult volunteer leaders of the Louisiana Cooperative Extension Service 4-H Program on the following contributions they make to support 4-H: (a) the capacity they serve as a 4-H leader, (b) the length of service they provided, (c) the length of service they plan (or expect) to provide, (d) the number of hours they spend on volunteerism per month, (e) the number of miles they drive on their personally owned cars per month, and (f) the amount of personal money they spend to support the 4-H program of the Louisiana Cooperative Extension Service.

3. Determine the persons and the methods that influence the decision of volunteer

leaders to involve in volunteer activities with the 4-H program as perceived by the volunteer leaders.

4. Describe the adult volunteer leaders on their perceptions regarding the influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) negative motivators, and (f) performance factors on their decision to provide volunteer service for the 4-H program.

5. Compare the perceived influence of (a) initial motivators, (b) continuing motivators, (c) orientation/training, (d) recognition, (e) support, (f) negative motivators, and (g) performance factors on the decision to provide volunteer service as perceived by the adult volunteer leaders by the following demographic characteristics:

    1. age
    2. gender
    3. the highest education level completed
    4. number of children in 4-H, and
    5. geographic location.

6. Compare the leaders that received an orientation/training program with the leaders that received no orientation/training program during their involvement in the 4-H program on the perceived influence of (a) the initial motivators, (b) continuing motivators, and (c) negative motivators on their decision to provide volunteer service.

7. Compare volunteer 4-H leaders on (a) the capacity they serve as a 4-H leader, (b)

the length of service they provide, (c) the total number of hours they spend on volunteerism, (d) the total number of miles they drive in their personally owned cars, and (f) the total amount of personal money they spend to support 4-H by whether or not they perceive that they receive adequate recognition for their volunteer service.

8. Determine if a relationship exists between the volunteer service measures capacity in which served, number of years served, hours per month spent volunteering and each of the following demographic characteristics: (a) age, (b) gender, (c) level of education, (d) number of children age 9-19 living at home, (e) number of children in 4-H, (f) level of income, and (g) length of residence in the community.

9. Determine if a relationship exists between the influence of continuing motivators on the decision to continue volunteer service as perceived by the adult volunteer leaders and the support they feel they receive from 4-H agents and other related individuals.

10. Determine if a relationship exists between the influence of continuing motivators on the decision to continue volunteer service as perceived by the adult volunteer leaders and (a) their perception of feedback they receive from 4-H agents and (b) their perception of the performance of any ongoing training program they receive.

The target population for this study was adult volunteer leaders working with the Louisiana Cooperative Extension Service 4-H program. A total of 218 completed

surveys (the minimum required sample size was calculated as 196) were analyzed and constituted the basic information source of this study. Reliability of the data collection instrument was established by conducting a pretest. The pretest survey data were not included in the study data. The Cronbach's Alpha internal consistency coefficient for the 84 scale items of the instrument was .96. The sample included one urban and one rural parish from each of the five Extension administrative districts, randomly and proportionately drawn from mailing lists of 4-H adult volunteers provided by the selected parish extension offices. A total of 400 surveys were mailed and 218 usable responses returned for a response rate of 55%. Data were collected from September-November, 1999. The SPSS statistical package was used to analyze the data, using appropriate statistical tests for the several objectives. Non-respondent follow-up data showed no significant difference from the responding group's data. Therefore, the findings of this study are generalizable to all adult volunteer 4-H leaders in the Louisiana Cooperative Extension Service 4-H Program.

The following is a summary of the major findings of the study.

1. Adult volunteer 4-H leaders of the Louisiana Cooperative Extension Service 4-H program had the following demographic characteristics:
    a. A majority of the respondents fell into the age categories, 31-40 (33.9%) and 41-50 (39.4%). Forty-five percent of the respondents were age 40 or younger, while 55% were older than 40. No respondent was younger than 20, and only 6 (2.8%) respondents were older than 60 years of age.
    b. Over three-fourth of the respondents were married (79%). The remaining

21% were (in descending order) divorced, single, and widowed.

c. Most volunteer 4-H leaders were white (82%), and 15% were black. There was no other ethnic origin among the respondents.

d. Education level of volunteer 4-H leaders was relatively high. Approximately 82.6% of the respondents had an education level above high school. College graduates made up 45.9% of total respondents while 25.3% of the respondents received a master's degree as the highest level of education completed.

e. Approximately 40% of the respondents had no children age 9-19 living at home. Twenty-two percent had one child, while 27% had two children. There were three respondents (1.4%) who had 6 children. The mean of number of children age 9-19 living at home was 1.15 (SD = 1.23).

f. Approximately 38% of the respondents had no children in 4-H. Twenty-nine percent of the respondents had two children in 4-H, while 18% had one child. There were 2 (.9%) respondents who had six children in 4-H. The mean of number of children now or in the past in 4-H was 1.29 (SD = 1.29).

g. Approximately 68% of the respondents were school teachers, and 8.3% were homemakers. A wide range of occupations was found among the remaining respondents.

h. Approximately 49% of the respondents had an annual gross family income of less than $50,000. Approximately 6% had an annual gross

family income less than $20,000. On the other hand, approximately 18% of the respondents reported that they had an annual gross family income higher than $70,000.

i. Approximately 46% of the respondents lived in rural areas (farm and non-farm) while the rest of them lived in urban (40.4%), and metro (12.8%) areas.

j. The majority of the respondents were stable with regard to place of residence. More than two-thirds of the respondents had lived more than five years in their present place of residence.

2. Adult volunteer 4-H leaders were involved in 4-H in the following capacities and made a variety of contributions:

a. The majority of volunteer 4-H leaders served as organizational leaders (68.8%). Other roles performed were general leadership (8.7%), project leader (6.4%), and activity leader (6.4%).

b. Approximately one-third of volunteer 4-H leaders had served less than three years. Approximately one-half had served less than five years. Approximately 19% of the respondents had served more than ten years as an adult volunteer 4-H leader. The mean length of service was 6.97 (SD = 6.89).

c. Approximately 70% of the respondents were committed to continue their volunteer service as leaders. Approximately 27% of the respondents indicated they were not sure if they would continue, or did not know how

many more years they would serve as volunteer leaders.

d. The mean number of hours per month spent for volunteer activities was calculated at 11.2 (SD = 18). Approximately 60% of the leaders spent six hours or less per month, and 40% spent more than six hours.

e. Approximately 23% of the leaders did not drive their personally owned cars when involved in volunteer activities. However, 45% drove their personally owned cars 30 or less miles per month, and 27.6% drove more than 30 miles per month. The mean for miles driven per month was 29.82 (SD = 40.67).

f. During the course of a year, 58.3% of the respondents spent less that $50 of their personal money for 4-H. Approximately 76% spent $100 or less while 89% spent less than $200 of their personai money for 4-H. Seven percent spent more than $250 of their personal money while volunteering 4-H.

3. Regarding influential persons and methods for volunteer recruitment, the findings included the following:

   a. The largest majority of respondents was first asked to serve as a volunteer 4-H leader by their school principal (30.3%). As many as 28.0% of the respondents were not asked by any one, making the decision to volunteer on their own. A total of 16.5% of the respondents were assigned as volunteers by their school principal.

   b. Methods used to ask leaders for the first time to volunteer

included school meetings (45.4%), and meetings with the school principal (12.4%). A total of 12.4% of the respondents contacted 4-H on their own.

4. Perceptions of adult volunteers regarding initial motivators, continuing motivators, orientation/training, recognition, support, performance, and negative motivators revealed the following:

   a. Items having the highest mean scores for initial motivators were related to societal reasons. The first two items with the highest mean score were "I think 4-H is a good organization" and "I think 4-H is good for the community" indicating societal reasons had a priority on leaders to initially become a 4-H leader. Leaders disagreed only with one item, "I hoped it would lead to employment". The initial motivators were factor analyzed and yielded three underlying factors which could be classified as Initial motivators-Factor # 1 (Achievement- Affiliation), Initial motivators-Factor # 2 (Affiliation), and Initial motivators-Factor # 3 (Altruism).

   b. Respondents agreed or mildly agreed with the majority of the items included in the continuing motivator section of the study. Items related to getting personal satisfaction from helping others and doing good things for the community received the highest scores as continuing motivators. Items were factor analyzed and

revealed three underlying factors. These were Continuing motivators -Factor # 1 (Achievement- Affiliation), Continuing motivators-Factor # 2 (Affiliation), and Continuing motivators-Factor # 3 (Family- Children).

c. Leaders who received an orientation/training program before they initiated their volunteer role agreed that the program they participated in helped them get to know other leaders, and understand their responsibilities as leaders, as well as the objectives and basic philosophy of the program. In addition, leaders agreed with the items which were related to their volunteer roles such as planing and conducting programs, organizing events, and dealing with youth. The orientation/training items were factor analyzed and revealed one factor. The overall mean of the orientation/training factor was 5.96 (SD = .81) on a 7-point Likert-type scale.

d. The majority of leaders indicated that they receive adequate recognition for their volunteer service (82.4%). Leaders mildly agreed with the recognition items, except "Formal banquets" with which leaders remained neutral. The most desirable recognition was found to be receiving letters from 4-H agents, 4-H members, and parents. In addition to scaling the recognition items included in the survey, respondents provided qualitative information on this

issue. Leaders stated that they accepted their volunteer roles not because of recognition but to help youth develop as useful citizens. The recognition items included in the survey were factor analyzed and revealed one factor. The overall mean of recognition items was 4.84 (SD = 1.28) on a 7-point Likert-type scale.

e. Leaders agreed or mildly agreed with the support items included in the study. Support from 4-H agents had the highest mean score and support from 4-H members in their clubs had the second highest mean score. The item with which respondents mildly agreed was receiving adequate support from 4-H parents in their clubs. Support items included in the survey were factor analyzed. The overall mean of support items was 5.36 (SD = 1.02) on a 7-point Likert-type scale. Some of the respondents provided qualitative information relating to support they receive for their volunteer service. They indicated that parents need to be more involved in 4-H activities.

f. The majority of leaders agreed with the performance items included in the study. 4-H agents' performance was ranked in the first place, and the parish 4-H program was ranked second. Leaders mildly agreed with only two items. These were the performance of any ongoing training program they received and the performance of other volunteer leaders. The performance

items included in the survey were factor analyzed and revealed one factor. The overall mean score of performance items was 5.84 (SD = .81) on a 7-point Likert type scale.

g. This study explained what factors might cause leaders to stop their volunteer roles as leaders. Of ten response items included in this part of the survey, respondents mildly agreed with five items and remained neutral on the remaining items. Unruly 4-H members was found to be the most important negative motivator which might cause leaders to stop their roles as volunteer leaders. The second most important item was uncooperative/apathetic 4-H members. The negative motivation items were factor analyzed and revealed one factor. The overall mean of the items included in this part of the survey was 4.58 (SD = 1.58) on a 7-point Likert type scale

5. Each of the eleven underlying factor scores, as calculated in objective four, were compared by selected demographic characteristics. The results were as follows:

a. There was no significant difference between males and females in terms of any of the eleven underlying factors.

b. Four of the eleven factors were found to be significant when controlled for age. The factors that yielded significant differences by age were Continuing motivators-Factor # 3 (Family- Children) ($\underline{F}$ (4, 208) = 7.54, $\underline{p}$ <.001), Initial motivators Factor #3

(Altruism) (F (4, 207) = 4.36, p = .002), Initial motivators Factor # 1 (Achievement- Affiliation) (F (4, 199 = 3.312, p < .012), and Support (F (4, 205) = 2.51, p = .043).

c. Three of the eleven factors were found to be significant when controlled for highest level of education completed. These factors were Continuing motivators Factor # 3 (Family- Children) (F (7, 207) = 3.34, p = .002), Negative motivators (F (7, 203) = 2.21, p = .035), and Support (F (7, 204) = 2.16, p = .039).

d. Four of the eleven factors were found to be associated with number of children in 4-H. These were Continuing motivators Factor # 3 (Family- Children) (r = .48, p <.001), Initial motivators Factor # 3 (Altruism) (r = .34, p <.001), Factor- Support (r = .30, p <.001), and Factor- Performance (r = .16, p = .023).

e. Four of eleven factors were found to be significant when controlled for geographic location. These were Initial motivators Factor # 3 (Altruism) (F (3, 206) = 11.56, p <.001), Continuing motivators Factor # 3 (Family- Children) (F (3, 207) = 9.55 p <.001), Factor- Support (F (3, 204) = 3.58, p = .015), and Factor- Negative motivators (F (3, 204) = 3.22, p = .024).

6. Leaders who received an orientation/training program had significantly higher score in one of the eleven underlying factor scores than leaders who did not receive an orientation/training program before serving as a volunteer leader. This

underlying factor was Continuing motivators Factor # 2 (Affiliation).

7. There was no significant difference between leaders who perceived that they receive adequate recognition and leader who perceived that they did not receive adequate recognition in terms of the capacity of service, number of years served, hours per month spent, miles per month leaders drive their personally owned cars for 4-H, and personal money leaders spent for 4H.

8. No significant differences were found in the capacity of volunteer service in terms of the demographic variables age, gender, level of education number of children age 9-19 living at home, number of children in 4-H, level of income, and length of residence in the community. However, the variable number of years served was associated with the demographic variables age ($r = .53$, $p < .001$), length of residence in the community ($r = .44$, $p < .001$), level of education ($r = .41$, $p < .001$), number of children age 9-19 living at home ($r = -.25$ $p < .001$), number of children in 4-H ($r = .23$, $p = .001$), and gender ($r = -.21$, $p = .002$). Out of seven selected demographics the only variable that was found to have a significant association with the variable hours per month spent was the variable length of residence in the community ($r = .14$, $p = .048$).

9. Significant associations were found between the overall mean of support factor and each of the three underlying factors of Continuing motivators Factor # 3 (Family- Children) ($r = .38$, $p < .001$), Continuing motivators Factor # 1 (Achievement- Affiliation) ($r = .37$ $p < .001$), and Continuing motivators Factor # 2 (Affiliation) ($r = .35$, $p = < .001$).

10. Significant associations were found between the feedback received from 4-H agents and the underlying factors of Continuing motivators Factor # 2 (Affiliation) (r = .372, p <.001) and Continuing motivators-Factor # 1 (Achievement- Affiliation) (r = .26, p <.001). The perceived performance of an ongoing training program was also associated with the underlying factor Continuing motivators-Factor # 2 (Affiliation) (r = .32, p <.001), and underlying factor Continuing motivators Factor # 1 (Achievement- Affiliation) (r = .23, p < .001)

Conclusions and Recommendations

Based on the findings of this study, the following conclusions and recommendations were drawn by the researcher:

1. The findings of this study give a general description of Louisiana adult volunteer 4-H leaders during 1999, which includes the following: Most leaders are married women, in the 31-50 age range. Most leaders are school teachers with college level education. They have an average of 1.15 children between 9-19 years of age living at home, and an average of 1.27 children who are or were 4-H members. Most leaders have more than $30,000 annual gross family income and they live in urban (2,500-50,000 population) or rural, non-farm (under 2,500 population) geographic locations. Most leaders lived in their current graphic location more than five years.

In terms of the demographics of age, gender, and marital status the findings of this study were similar to the earlier studies conducted in Texas (Denmark,1971), Oklahoma (Parrott 1977), and Indiana (Culp, 1997). The average age of volunteers in

these studies was 41, 40, and 42, respectively. These findings are in the age range of the current study. The majority of volunteer leaders in these three studies were females, 77%, 100%, and 72%, respectively. In the current study the gender of volunteer leaders was found to be 93% females. In the Texas, Oklahoma, and Indiana studies, it was found that the majority of volunteer leaders were married, 96%, 96%, and 87%, respectively. In the current study this ratio was 78%.

The occupations of volunteer leaders in the current study were quite different from the earlier studies. In the Texas and Oklahoma studies, the occupation of the majority of volunteer leaders was homemaker, 62% and 55%, respectively. In the Indiana study, on the other hand, there was a variety of occupations such as professional (22%), service (21%), and homemaking (19%). In the current study, 69% of the volunteer leaders were teachers while 8.5 % of them were homemakers.

The education level of volunteers in the current study was found to be higher than the earlier studies conducted by Banning (1970) and Parrot (1977). The percentage of those having at least a high school degree in these studies and in the current study was 86%, 98%, and 99.1%, respectively. The percentage of these persons holding at least a college degree, in the same order, was 20%, 37.8%, and 79.5%, respectively.

Differences in the occupations and levels of education in the Louisiana volunteer 4-H leaders could be attributed to the volunteer recruitment methods. In Louisiana, the 4-H youth organization is a co-curricular school activity. Therefore, in many cases, teachers are assigned to a volunteer position by their school principals. This could account for the differences observed in the occupations and higher education level of volunteer leaders in Louisiana.

The findings of this study indicate that volunteer participation in 4-H among African Americans is quite low. This study found a low level of volunteer involvement (14.7%) in the 4-H program among African Americans as compared with the approximately 33% African American population in the state.

2. Adult volunteer leaders in Louisiana make very important contributions to the 4-H program. In the course of a year the average Louisiana volunteer leader drives an average of 360 miles in his/her personally owned car, spends an average of $50 his/her personal money, and spends an average of 134 hours for 4-H volunteer activities. In terms of the first two contributions, the findings of this study were similar to the average U.S. volunteer leader. In 1997, the average U.S. volunteer contribution to 4-H amounted to an average of 300 to 400 miles driven in a personally owned car, and an average of $50 of their own money spent on volunteer tasks. However, in terms of hours spent per year, the average Louisiana volunteer leader spends less hours volunteering for 4-H as compared with the average U.S. volunteer (approximately 220 hours).

3. School administrators have an important influence in volunteer recruitment in Louisiana, while extension personnel have little influence. The majority of the 4-H volunteer leaders in the Louisiana Cooperative Extension Service 4-H Program was first asked by their school administrators to be involved in 4-H activities. Considering the percentage of the leaders who were first asked by their school principals (30%), and who were assigned to a volunteer position by their school principals (16.5%) it can be said that school administrators are the major individuals who first ask leaders to initiate volunteer work with 4-H in Louisiana.

The findings of this study showed that Extension personnel have little influence on volunteer recruitment (6.0%). On the other hand, other 4-H volunteer leaders influenced more volunteers than Extension personnel (7.3%). An implication from this finding is that Extension personnel could utilize the current volunteers to recruit other volunteers.

Since the majority of 4-H leaders in Louisiana were first asked to serve as 4-H leaders by their school administrators, the principal methods by which they were first asked to serve as volunteer leaders were naturally school meetings (45.4%) and meetings with the school principal (12.4%).

These findings indicate that in Louisiana, school staff has a close cooperation and partnership with 4-H work and Extension.

4. Most respondents of the current study were initially motivated to become 4-H volunteer leaders by a combination of achievement and affiliation motives. This conclusion is similar to that of earlier studies conducted by Culp III and Schwartz (1999), and Rouse and Clawson (1992). In the first study, out of 16 initial motivators "4-H is a good organization" was ranked as the most influential motivator. This motivator was ranked first in the current study as well. The first five initial motivators in Culp III and Schwartz study ("4-H is a good organization", A family member was involved", "To share skills and talents", "I enjoy working with people", and "I wanted to help people") were very similar to the current study (I think 4-H is a good organization", "I think 4-H is good for the community", I like working with youth", "I want to help

people", "I like to meet new people"). Considering the findings of these two studies, it can be said that the top five 4-H volunteer initial motivators are a combination of achievement and affiliation motives. In addition to these motivators, altruistic reasons were also found to be important motivators for serving as a volunteer 4-H leader. Although Smith, Atkinson,.and McClelland (1992) argues that altruism is only one of many reasons that motivates individuals to volunteer, the findings of these studies show that altruism plays an important role in volunteering for youth clientele.

4-H volunteer leaders in the Louisiana Cooperative Extension Service 4-H program are motivated to continue their service because of their desire to get satisfaction from seeing others achieve, enjoy watching youth growing and developing , and enjoy working with youth. These volunteer continuing motivators in this study could be classified in the Rouse and Clawson (1992)' "affiliation" motives. When continuing motivators were factor analyzed in the current study, these items all fell in Continuing motivators-Factor # 2 which was labeled, "affiliation".

5. Respondents decision to initially become 4-H volunteer leaders, and to continue or to stop their roles as volunteer leaders is influenced by various demographic characteristics. First of all the Analysis of Variance procedure in objective five showed that the younger volunteers (age 20-30) were different than the other age groups in terms of Continuing motivators-Factor # 3 (Family- Children), Initial motivators Factor # 3 (Altruism), and Initial motivators Factor # 1 (Achievement- Affiliation). The items in these three factors were ranked lower by the younger volunteer leaders indicating that they are not volunteering because of either their own children or personal achievements and

affiliation reasons. This group of volunteer leaders also perceive that they receive less support than the age 31-40 group. The finding of these tests could suggest that when recruiting the 20-30 age group volunteers the emphasis should not be on children or achievement-affiliation reasons but some other factors. When they are recruited adequate support should be provided.

Volunteer leaders with less education perceive that they are more likely to continue their volunteer service even if negative conditions exist. The majority of respondents with lower education level (high school degree) came from rural areas and most of them were homemakers. Therefore, they may have more flexibility to continue even if conditions such as more meetings, more activities, or extra deadlines occur.

This finding of the study was supported by another finding when the Tukey multiple comparison procedure was used for the group differences in the Altruism related initial motivators, Family and children related continuing motivators, Factor support, and Negative motivators by geographic location. All of these comparisons yield a more positive tendency in the rural 4-H leader to initially become a 4-H leader and continue to serve in this position.

Leaders who have children in 4-H are more likely motivated to initially become a 4-H volunteer leader and continue this role in the same position. In addition to this, leaders who have children in 4-H perceived that they receive more support for their volunteer service. This finding of the study was supported by the following finding of the study and should have implications for Extension.

In this study, it was found that volunteer leaders who have children had higher scores for the items initial motivators # 1 (My own children are/were 4-H members),

and continuing motivators item # 6 (My children/spouse are were involved), and continuing motivators # 17 (I enjoy spending time with my own children). Volunteer leaders who did not have children had lower scores for these items. When the initial and continuing motivators were factor analyzed, two underlying groups of "Altruism" and "Children and family related continuing motivators" revealed. Both of these underlying factors included the children related items indicating there is a group which initiates and continues serving as volunteer leaders for the sake of their own families or children. This conclusion should have implications for Extension Service.

When recruiting potential volunteer 4-H leaders, the 4-H agents should first investigate people who have children involved in 4-H. In addition to this they should seek out people who have shown interest in working with youth not only in 4-H but also in general.

6. An orientation/training program to prepare leaders for their volunteer role is very useful. Leaders who participated in an orientation/training program before they initiated a volunteer service with 4-H perceived a high level of performance in the program they participated. However, some respondents indicated that they were not given an opportunity to receive an orientation or ongoing training program. They reported that either their time limitations or inefficiencies in program arrangements could not make it possible for them to participate in an orientation or ongoing training program.

This finding suggests that it is important for Extension to organize an orientation/training program when recruiting potential volunteers. This program should be arranged at a time which provides the highest level of participation.

7. Monetary recognition is not an important reason for leaders to provide their volunteer service. It can be concluded that more monetary recognition does not really produce more volunteer service in terms of spending more money, driving more miles, or spending more hours volunteering 4-H. This conclusion was reached by the quantitative findings of the study, as well as by the qualitative comments in which leaders indicated that the main reason of their volunteer service is not receiving recognition but helping youth. Leaders are not concerned about monetary recognition but they should be made to feel that they are needed and they are a part of the organization. As Henderson (1980) pointed out, volunteering is a humanistic activity. Volunteers should, therefore, be treated as individual human beings with dignity and worth. They should be encouraged to supplement the 4-H program.

8. The variables number of years served and hours per month spent on volunteering for 4-H activities are influenced by various demographic characteristics. The significant associations between the variable number of years served and selected demographics in the current study corroborate similar results in the Rohs and Warmbrod (1985) study. Both studies found associations between the variable number of years served and the demographic variables of age, level of education, length of residence in the community, and number of children. However, in the current study level of involvement as measured by hours per month spent was associated with the demographic characteristic of length of residence in the community which was found to have negligible association in the Rohs and Warmbrod study.

9. Support form various individuals is an influential factor to continue volunteer service. This conclusion was reached considering the finding that an association exists between all of the three mean underlying factors of continuing motivators and support received from different individuals. 4-H agents are perceived to be the individuals who provide the highest support to leaders. These findings indicate that 4-H agents, providing their supports to volunteer leaders, will influence their decision to continue serving as volunteer leaders.

10. Receiving adequate feedback from 4-H agents and the performance of an ongoing training program have influence on the decision of volunteer leaders to continue their volunteer service. Receiving adequate feedback from 4-H agents was associated with the first two underlying factors of continuing motivators, namely, "achievement- affiliation" and "affiliation" However, the third mean underlying factor of continuing motivators, namely, "Children- Family" was not found to be associated with the feedback received from 4-H agents. This finding could be attributed to the children and family priorities which could make the leaders continue their volunteer service regardless of the feedback they receive from 4-H agents.

The performance of an ongoing training program also influences the decision to continue serving as a volunteer leader. Since the performance of ongoing training program was found to be associated with two of the three underlying factor scores of continuing motivators, namely, "affiliation" and "achievement- affiliation", it can be said that the higher performance of ongoing training program can result in a higher rate of continuing service for the leaders whose purpose to volunteer is "affiliation" or

"achievement-affiliation". However, the third underlying factor score of continuing motivators "family- children" was not found associated with the perceived performance of an ongoing training program. This finding could also be attributed to the children and family priorities which could make the leaders continue their volunteer service regardless of the perceived performance of an ongoing training program they participated.

The qualitative information given by the leaders show that they want to receive training. This finding was similar to that of Rouse and Clawson (1992) who found that youth development volunteers consider training desirable.

Further Research

The following are possible research directions arising from this study:

1. Since the majority of volunteer 4-H leaders in the Louisiana Cooperative Extension Service 4-H Program are teachers and their education background was found to be higher than the education backgrounds of volunteers in earlier studies, further research should concentrate on what skills and teaching techniques are being used by teacher volunteer leaders. How do teacher volunteers approach youth problems involved in 4-H? Are there any teaching skills differences between teacher volunteers and other professionals?

2. Because volunteer participation in the 4-H program among African Americans was found to be low, further research should concentrate on the reasons for this low level of involvement. What issues are related to this low level of volunteer involvement? How can African American volunteering be increased? Answers to these questions will assist

Extension professionals to develop more volunteer leaders among African Americans.

3. Further research is needed to determine whether or not the level of involvement as measured in hours per month spent on volunteering is associated with the variable length of residence in the community. In other words, research is needed to compare parishes with low and high stability populations in terms of the level of volunteer action.

4. The current volunteer leaders of the Louisiana Cooperative Extension Service 4-H Program were the subjects of the study. While conducting the survey, the researcher determined that some of the survey respondents were no longer in a volunteer role. This indicates that there is turnover among the leaders of the LCES. Further research is needed to measure the turnover rate and to identify factors causing the turnover. In other words, this study identified a sample including the current volunteer leaders and asked them if the identified negative motivators might cause them to stop serving as volunteer leaders. However, further research should identify a study sample of former volunteer leaders and identify what factors caused them to stop serving as volunteer leaders. A comparison of current and former leaders in Louisiana should also be made.

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APPENDIX A

COVER LETTER

September 15, 1999

Dear 4-H leader:

A dissertation research study is being initiated with the purpose of determining contributions adult volunteer leaders make and the principal factors influencing the retention of adult volunteer leaders in the 4-H Program of the Louisiana Cooperative Extension Service. Basically, the study is intended to address the following questions:

1. Who are the adult volunteers of the LCES 4-H program?
2. Why do they start to serve as volunteers?
3. What factors influence their decision to continue their volunteer service?
4. What factors might cause them to terminate their volunteer service?
5. How do they respond to an orientation/training program?
6. Do they receive adequate recognition and support for their volunteer activities?

We believe this study is important for the volunteer aspect of the 4-H program in Louisiana. As a volunteer leader you make very important contributions to improve the quality of the 4-H program in your parish. The time, money, and energy you are donating today to the 4-H program will create the skillful and useful citizens of tomorrow. In order to achieve this mission, volunteer leaders like you are needed. However, a lack of knowledge about current volunteer leaders and their relationships with 4-H agents make it difficult to recruit new volunteers as well as to retain current volunteers in the 4-H program. Therefore, your assistance is needed to provide information that will enhance the volunteer aspect of the 4-H program. You can make the best contribution by completing and returning the enclosed survey.

You have been randomly selected to participate in this research study. The information you provide by completing this survey will be confidential and it will be used for educational purposes only.

The survey consists of two sections. The first section is divided into eight parts including questions about your volunteer leadership. Please read the instructions for each part before you start to answer. The second section of the survey asks you questions about yourself. A stamped, return envelope is enclosed for your convenience. We tried to make the questions clear and understandable. We believe the survey will not take more than 15-20 minutes of your time. Your response to this survey is very important, so please make every effort to complete and return your survey by **September 30, 1999**.

We greatly appreciate your contribution in conducting this study and thank you very much.

Yours sincerely,

Dr. Satish Verma
Professor of Extension Education
LSU Agricultural Center
P.O. Box 25100
Baton Rouge, LA 70894-5100
Tel: 225/388-6194
Fax: 225/388-2478

Ismet Boz
Ph. D. Candidate
Email: iboz1@tiger.lsu.edu

APPENDIX B

FOLLOW-UP LETTER

October 1, 1999

Dear 4-H leader:

Two weeks ago, we mailed to you a survey with the purpose of determining contributions volunteer leaders make to 4-H, and the principal factors influencing the retention of volunteer leaders in the Louisiana Cooperative Extension Service 4-H program. As of yet, we have not received your completed survey.

We appreciate that you are busy but could you please take a few minutes to complete and return the survey.

If you need to receive another one, please call us at 225-388-6194, or 225-766-7047, or email us using one of the email addresses provided below.

Yours sincerely,

Dr. Satish Verma
Professor of Extension Education
LSU Agricultural Center
P.O. Box 25100
Baton Rouge, LA 70894-5100
Tel: 225/388-6194
Fax: 225/388-2478
Email: sverma@agctr.lsu.edu

Ismet Boz
Ph. D. Candidate
Email: iboz1@tiger.lsu.edu

APPENDIX C

RESPONSES TO OPEN-ENDED QUESTIONS

PART A

1. d. General Capacity
   e. As Needed
   f. School Sponsor
   g. Meeting Supervision
   h. As a Judge in Various 4-H Contest

2. j. Offer came with job

3. h. Upon being hired
   i. Interview for job

PART B

I became a 4-H leader because:

18. I was a 4-H er and wanted to give what was given to me (7)
19. I enjoy working with children (7)
20. I would like to influence at least one child in a positive way (7)
21. There was no teacher who wanted the 4-H club this year (7)
22. I wanted to keep in my principal's good graces (7)
23. Encourage kids to do their best and to finish something they have started (7)
24. I wanted to offer 4-H to home- schoolers in my area

PART C

I want to continue my work as a 4-H leader because

20. It helps families work and stay together (7)
21. The children enjoy 4-H and work hard on their projects (7)
22. I want to improve our club each year (7)
23. The quality of the 4-H members is high (7)
24. Just to see how pleased the kids are when they have achieved their goals

PART E

I believe that leaders should receive the following recognition:

10. Payment like other sponsors (7)
11. Recognition from administration and school board (7)
12. Just a thank you from members and/or parents would be enough (7)
13. Gift certificates to restaurants, or department stores would be much appreciated (7)

PART F

I receive enough support from the following people:

8. Administration and School Board (2)
9. Teachers in my School (6)
10. School Faculty (1)
11. Legislative Staff (7)

PART H

The following factors might cause me to stop volunteering:

11. Less parental involvement (7)
12. A move out of state/change in job (7)
13. Lack of time (7)
14. Getting too old (7)
15. No longer having children in 4-H (7)
16. Retirement (7)
17. Not accepted by Extension personnel (7)
18. My children graduate and move on (7)
19. My job and lack of time (7)
20. Too many other responsibilities7)
21. Continuing in a program that is mostly geared to Livestock (7)
22. Uncooperative administration (7)
23. When our meeting are scheduled during my planning period
24. Tension between parents and volunteer leaders (7)
25. If children loses interest in 4-H (7)

APPENDIX D

4-H VOLUNTEER LEADER RETENTION SURVEY

4-H VOLUNTEER LEADER RETENTION SURVEY

The purpose of this study is to determine contributions adult volunteers make for 4-H, and the principal factors influencing the retention of adult volunteer leaders in the Louisiana Cooperative Extension Service 4-H program.

SECTION: ONE

This section of the instrument asks information about the issues related to your volunteer leadership. Please respond to the questions as directed..

PART A

1. In which parish are you presently serving as a 4-H leader? _____Parish

2 In what capacity do you serve as a 4-H Leader? (Please check only one item in which you are most involved)
___a. Organizational Leader
___b. Project Leader
___c Activity Leader
___c. Other (Please specify)

3. Who first asked you to serve as a volunteer leader? (Please select one only)
___a. Your own child/children
___b. Other 4-H members
___c. Other 4-H volunteers
___d. 4-H men.bers' parents
___e. Extension Staff
___f. School Administrator
___g. Teacher
___h. I was assigned by our school principal
___i. None, I volunteered
___j. Other(Please specify) _____

4. Through which method were you first asked to serve as a 4-H leader?(Please select one only)
___a Visit to your home
___b. By letter
___c. I contacted 4-H
___d. Phone Call
___e. During a 4-H meeting
___f. School meeting
___g Ad. in local newspaper
___h. Other (Please specify) _____

5. During the course of a year how much of your personal money do you spend to support 4-H?
___a. Less than $50
___b. $50 - $99
___c. $100 - $149
___d. $150 - 199
___e. $200 - $250
___f. More than $250

6. How long you have served as a 4-H leader?
_____years

7. How many more years do you plan (or expect) to serve as a 4-H leader?
_____years

8. On average, how many hours per month do you now spend in your volunteer activities as a 4-H leader?
_____(Hrs/month)

9. On average how many miles per month do you drive on your personally owned car to volunteer for the 4-H program?
_____(Miles/month)

Louisiana State University
Agricultural Center
Louisiana Cooperative Extension Service

PART B

In Part B are listed several factors which may have influenced you to become a volunteer 4-H leader. For each of the factors, please indicate the extent to which you agree that the factor had an influence on your personal decision to initially become a volunteer 4-H leader by marking the scale provided.

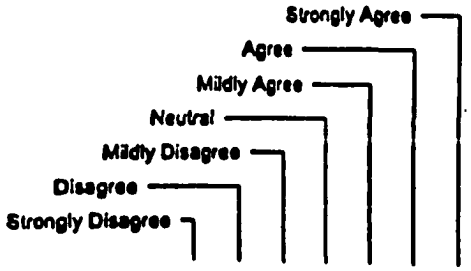
I became a 4-H leader because:

		Strongly Disagree	Disagree	Mildly Disagree	Neutral	Mildly Agree	Agree	Strongly Agree
1.	My own children are/were 4-H members	1	2	3	4	5	6	7
2.	I think 4-H is a good organization	1	2	3	4	5	6	7
3.	I think 4-H is good for the community	1	2	3	4	5	6	7
4.	I like working with youth	1	2	3	4	5	6	7
5.	I have extra time	1	2	3	4	5	6	7
6.	I want to make new friends	1	2	3	4	5	6	7
7.	Someone asked me to volunteer	1	2	3	4	5	6	7
8.	I want to share my talents and interests	1	2	3	4	5	6	7
9.	I want to help people	1	2	3	4	5	6	7
10.	I feel a sense of duty/obligation	1	2	3	4	5	6	7
11.	I hoped it would lead to employment	1	2	3	4	5	6	7
12.	I want to improve myself	1	2	3	4	5	6	7
13.	I enjoyed 4-H as a youth	1	2	3	4	5	6	7
14.	It helps me with my own profession	1	2	3	4	5	6	7
15.	I like to meet new people	1	2	3	4	5	6	7
16.	People I am close to value volunteerism	1	2	3	4	5	6	7
17.	I can learn how to work with different people	1	2	3	4	5	6	7
	Other (Please specify)	1	2	3	4	5	6	7

PART C

In Part C are listed several factors which may influence you to continue your involvement as a volunteer 4-H leader. For each of the factors, please indicate the extent to which you agree that the factor will have an influence on your personal decision to continue as a volunteer 4-H leader by marking the scale provided.

I want to continue my work as a 4-H leader because:



1.	I get a feeling of accomplishment	1	2	3	4	5	6	7
2.	I like the social aspects	1	2	3	4	5	6	7
3.	I get satisfaction from seeing others achieve	1	2	3	4	5	6	7
4.	Of tradition	1	2	3	4	5	6	7
5.	Our 4-H program is strong	1	2	3	4	5	6	7
6.	My children/spouse are/were involved	1	2	3	4	5	6	7
7.	I feel needed	1	2	3	4	5	6	7
8.	I like to share my talents & interests	1	2	3	4	5	6	7
9.	I feel appreciated	1	2	3	4	5	6	7
10.	Of personal leadership opportunities	1	2	3	4	5	6	7
11.	I enjoy recognition	1	2	3	4	5	6	7
12.	I am making a difference in our community	1	2	3	4	5	6	7
13.	I enjoy working with youth	1	2	3	4	5	6	7
14.	I am increasing my teaching skills	1	2	3	4	5	6	7
15.	I enjoy the relationship with other adults	1	2	3	4	5	6	7
16.	I am increasing my self-esteem	1	2	3	4	5	6	7
17.	I enjoy spending time with my own children	1	2	3	4	5	6	7
18.	4-H offers innovative programs	1	2	3	4	5	6	7
19.	I enjoy watching youth growing and developing	1	2	3	4	5	6	7
	Other (Please specify)	1	2	3	4	5	6	7

Have you received any formal orientation and/or training to prepare you for your work as a volunteer 4-H leader?

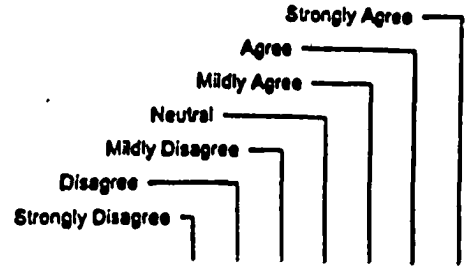
_____ YES (Please continue with part D of the survey)

_____ NO (Please go to part E of the survey)

PART D

In Part D are listed several benefits and/or outcomes of a volunteer leader orientation/training program. For each of the items listed, please indicate the extent to which you agree that the program in which you participated accomplished that purpose and/or resulted in that outcome by marking the scale provided.

The 4-H volunteer orientation/training program:



1.	Helped me to understand my role and responsibilities as a 4-H leader..	1	2	3	4	5	6	7
2.	Helped me to understand the basic philosophy of the 4-H program.....	1	2	3	4	5	6	7
3.	Helped me to understand the objectives of the 4-H program.....	1	2	3	4	5	6	7
4.	Gave me the opportunity to know other 4-H club leaders.....	1	2	3	4	5	6	7
5.	Helped me to understand how to plan programs.....	1	2	3	4	5	6	7
6.	Helped me to understand how to conduct programs.....	1	2	3	4	5	6	7
7.	Helped me to understand how to organize the activities and events.....	1	2	3	4	5	6	7
8.	Helped me to understand youth and their needs.....	1	2	3	4	5	6	7
9.	Helped me to understand how to conduct meetings.....	1	2	3	4	5	6	7
10.	Made me feel a valuable part of the 4-H organization.....	1	2	3	4	5	6	7
11.	Taught me how to develop leadership skills in youth.....	1	2	3	4	5	6	7
12.	Helped me to understand how to utilize educational materials.....	1	2	3	4	5	6	7
13.	Helped me to develop teaching skills.....	1	2	3	4	5	6	7
14.	Helped me to understand how to utilize resource people.....	1	2	3	4	5	6	7
	Other (Please specify).....	1	2	3	4	5	6	7

PART E

In Part E are listed methods that are sometimes used to recognize volunteer 4-H leaders. For each of the methods, please indicate the extent to which you agree that it is something that **should** be done for volunteer leaders of the 4-H program by marking the scale provided.

I believe that leaders should receive the following recognition:

		Strongly Disagree	Disagree	Mildly Disagree	Neutral	Mildly Agree	Agree	Strongly Agree
1.	Formal Banquets	1	2	3	4	5	6	7
2.	Coverage in the newspaper	1	2	3	4	5	6	7
3.	Recognition receptions	1	2	3	4	5	6	7
4.	Receiving plaques, certificates, pins	1	2	3	4	5	6	7
5.	Recognition at a State Event	1	2	3	4	5	6	7
6.	At a ceremony held during parish fair	1	2	3	4	5	6	7
7.	Letters from 4-H agents, 4-H members, parents	1	2	3	4	5	6	7
8.	Visit from 4-H agents, 4-H members, parents	1	2	3	4	5	6	7
9.	Phone calls from 4-H agents, 4-H members, parents	1	2	3	4	5	6	7
	Other (Please specify)	1	2	3	4	5	6	7

Do you feel that you receive adequate recognition for the volunteer work you perform for the 4-H program?

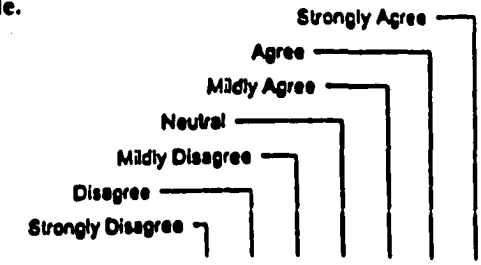
_____ YES

_____ NO

PART F

To be successful in a volunteer role, support is needed from numerous other groups and/or individuals. In Part F are listed several of these groups/individuals. For each of those listed, please indicate the extent to which you agree that you have received adequate support from the group/individual in your 4-H volunteer role. Please use the following scale values to report your agreement with each item:

I receive enough support from the following people.

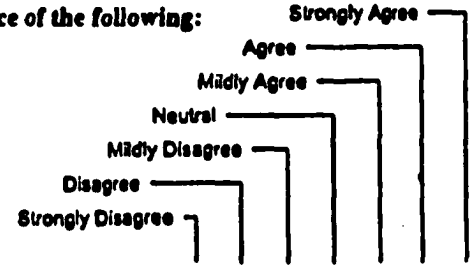


1.	4-H agent	1	2	3	4	5	6	7
2.	4-H members in my club	1	2	3	4	5	6	7
3.	Other Extension Staff	1	2	3	4	5	6	7
4.	4-H parents in my club	1	2	3	4	5	6	7
5.	Other 4-H Leaders /Volunteers in my club	1	2	3	4	5	6	7
6.	My own family members	1	2	3	4	5	6	7
7.	Other 4-H Leaders/Volunteers in my parish	1	2	3	4	5	6	7
	Other (Please specify)	1	2	3	4	5	6	7

PART G

In Part G are listed several individuals/organizations/factors. For each of these individuals/organizations/factors listed, please indicate the extent to which you agree that you are satisfied with the performance of each item by marking the scale provided.

As a 4-H leader, I am satisfied with the performance of the following:



1.	My performance as a 4-H leader	1	2	3	4	5	6	7
2.	Other volunteer leaders' performance	1	2	3	4	5	6	7
3.	4-H agents' performance	1	2	3	4	5	6	7
4.	My club's performance	1	2	3	4	5	6	7
5.	4-H program in my parish	1	2	3	4	5	6	7
6.	4-H program in Louisiana	1	2	3	4	5	6	7
7.	Feedback I receive from 4-H agents	1	2	3	4	5	6	7
8.	Ongoing training program (If received)	1	2	3	4	5	6	7

PART H

Sometimes, circumstances occur that a person to make the decision to stop volunteering as a volunteer 4-H leader. Listed in Part H are several factors/circumstances/changes that might cause you to stop volunteering. For each of the factors listed, please indicate the extent to which you agree that the factor might cause you to stop volunteering by marking the scale provided.

The following factors might cause me to stop volunteering:

		Strongly Disagree	Disagree	Mildly Disagree	Neutral	Mildly Agree	Agree	Strongly Agree
1.	More activities	1	2	3	4	5	6	7
2.	New curriculum	1	2	3	4	5	6	7
3.	More meetings	1	2	3	4	5	6	7
4.	More rules	1	2	3	4	5	6	7
5.	Extra deadlines	1	2	3	4	5	6	7
6.	Unsupportive/uncooperative parents	1	2	3	4	5	6	7
7.	Lack of support/communication of 4-H staff	1	2	3	4	5	6	7
8.	Uncooperative/apathetic 4-H members	1	2	3	4	5	6	7
9.	Demanding Extension staff	1	2	3	4	5	6	7
10.	Unruly 4-H members	1	2	3	4	5	6	7
	Other (Please specify)	1	2	3	4	5	6	7

I was a member of 4-H.

_____ **YES**

_____ **NO**

SECTION: TWO

This section of the survey asks you questions about yourself.

1. Age at last birthday?
   - ____a. Under 20
   - ____b. 20 - 30
   - ____c. 31 - 40
   - ____d. 41 - 50
   - ____e. 51 - 60
   - ____f. Over 60

2. Gender? ___a. Male ___b. Female

3. Marital status? ___a. Single ___b. Married ___c. Divorced ___d. Widowed

4. Ethnic group? ___a. Black ___b. Hispanic ___c. White ___d. Other (Specify)_____

5. Highest level of education completed?
   - ___a. No high school
   - ___b. High school 1-3 years
   - ___c. High school Graduate
   - ___d. College graduate
   - ___e. Master's Degree
   - ___f. Doctorate
   - ___g. Other (Please specify)

6. Number of children age 9-19 living at home? _____

7. Number of children that are now or have been in 4-H? _____

8. What is your present occupation? (If more than one applies, mark your primary occupation.)
   - ___a. Farmer/Rancher
   - ___b. Homemaker
   - ___c. Teacher
   - ___d. Business (Specify)_____
   - ___e. Professional (Specify)_____
   - ___f. Other (Specify)_____

9. What is your annual gross family income?
   - ___a. Under $10,000
   - ___b. $10,000 to 19,999
   - ___c. $20,000 to 29,999
   - ___d. $30,000 to 39,999
   - ___e. $40,000 to 49,999
   - ___f. $50,000 to 59,999
   - ___g. $60,000 to 69,999
   - ___h. $70,000 or more

10. Geographic location?
    - ___a. Farm
    - ___b. Rural, non-farm under 2,500
    - ___c. Urban (pop. 2,500 - 50,000)
    - ___d. Metro (over 50,000)

11. How long you have lived at your present location? _____years

Thank you for taking the time to complete this survey. We appreciate your cooperation.

Sincerely

Satish Verma

Dr. Satish Verma
Professor of Extension Education

Ismet Boz

Ismet Boz
Ph. D. Candidate

VITA

The author was born in Caykara- Trabzon, Turkey, on January 1, 1966. He is the fifth of six children of Huseyin Boz and Hayriye Boz. He grew up in Egridere, a small village of Caykara District, and graduated from Caykara Inonu High School in 1984.

Upon high school graduation the author attended Ataturk University, graduating in June 1988 with a bachelor of science degree in agricultural economics. He moved to Ankara in September 1990 and attended University of Ankara, graduating in December 1993 with the degree of Master of Science in agricultural economics. In the same year the author was qualified by a nation-wide exam to study in the United States.

The author enrolled at Louisiana State University in August 1994, and graduated in December 1996 with a Master's of Science degree in Vocational Education. He continued studying in the same program concentrating on adult and extension education.

Upon graduation with the degree of Doctor of Philosophy the author will return to his home country and serve in Kahramanmaras Sutcu Imam University.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Ismet Boz

Major Field: Vocational Education

Title of Dissertation: Factors Influencing the Retention of Adult Volunteer Leaders in the Louisiana Cooperative Extension Service 4-H Program.

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

March 15, 2000